DOCUMENT RESUME

ED 369 703 SO 023 893

TITLE	Influsing Multicultural Education into Today's Schools. An Annotated Bibliography To Accompany a Special Topical Collection of ERIC Microfiche Intended for Teachers, Administrators, and Librarians.
INSTITUTION	ERIC Document Reproduction Service, Springfield, VA.
PUB DATE	93
NOTE	65p.; Contains 181 citations, extending from ED 318 584 to ED 351 354.
AVAILABLE FROM	ERIC Document Reproduction Service, 7420 Fullerton Rd., Suite 110, Springfield, VA 22153-2852 (Bibliography: free. Microfiche collection: $195).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	American Indian Culture; Asian Americans; Black Culture; *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Instructional Materials; Latin American Culture; Learning Activities; *Multicultural Education; Social Studies; Teacher Education

ABSTRACT

This annotated bibliography on the topic of multicultural education is intended to accompany a special collection of documents on microfiche selected from the Educational Resources Information Center (ERIC) bibliographic database. Evaluation reports of state and district efforts to implement multicultural curricula, and step by step instruction on addressing the needs of a diverse student body though multicultural programming are included. Specific topics covered in this collection include infusing multiculturalism into the arts, literature, history, and other subject areas including physical education; appreciating African American, Native American, Asian, and Hispanic cultures. Additionally, the collection includes items offering a theoretical rationale for including multicultural education in school programming. Each entry includes the ERIC identification number, author, title, publication year, notes, price, and an abstract. Resources include those designed for use in teacher education, instructional materials such as folktales from foreign countries, and works suggesting specific teaching methods for introducing multiculturalism at a particular grade level, or within a particular subject. Conference proceedings and papers on the introduction of multicultural education, literacy, and literature are included. Surveys and reports of research work also are included. Resources that describe programs in multicultural education at schools across the country are listed. (DK)

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ED 369 703

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Infusing Multicultural Education Into Today's Schools

Throughout the United States, school districts and State Departments of Education have been making a commitment to multicultural education. This new special collection from the ERIC Document Reproduction Service (EDRS) offers teachers and administrators the most recent and relevant information on the topic. The collection includes specific resources, bibliographies, and activities on multicultural topics; evaluation reports of efforts of states and districts to implement multicultural curricula; and, step-by-step instruction on addressing the needs of a diverse student body through multicultural programming. Topics covered in this special collection include:

- Infusing multiculturalism into the arts, literature, history, and other subject areas, including physical education;
- Appreciating African-American, Native American, Asian, and Hispanic cultures; and
- A theoretical rationale for including multicultural education in school programming.

This microfiche collection is offered on an annual subscription basis for a cost of $195. The full subscription package includes the base collection, quarterly updates of newly released documents, a microfiche storage box, and hardcopy index (also updated quarterly).

Infusing Multicultural Education into Today's Schools
Spring 1993

ED351354
Author: *Schlessman-Frost,-Amy*
Title: ***A Democratic Model and Some Policy Recommendations: Multicultural Educational Evaluation.***
Publication Year: *[1991]*
Notes: *10 p.; In: Orteza y Miranda, Evelina, Ed. Philosophy of Education Proceedings. Alberta, Canada, 1991. p87-94.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: A democratic model of educational evaluation and some policy recommendations to develop culturally appropriate evaluation are presented. The traditional hard science paradigm in research must be replaced with evaluation designed to feed back to communities of varying cultural backgrounds. The most fundamental assumption of the new model is democracy, or the democratic principle, meaning participation by people in decisions that affect them. The value-aesthetic focus is to identify shared and cherished ideas from multiple cultures. The shared value system of a multicultural democracy will be operationalized into new forms of educational evaluation through participatory design development that involves representation of each participating culture in the selection of evaluation methodology. Culture must be incorporated into the discourse categories of evaluation to make evaluation a contributing part of the democratic process of education. The bottom line for the new model of evaluation is not the use of usual descriptive information gathered from standardized and normed instruments; rather, the intent is to prescriptively reinform the participants of their own perceptions of their children's school environment, instruction, and the values transmitted. One figure presents the evaluation model. (SLD)

ED351299
Author: *Sherritt,-Caroline; Basom,-Margaret*
Title: ***Reflecting Community Diversity in the School.***
Publication Year: *1992*
Notes: *14 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Although American students have always been somewhat diverse, newly identified groups with special needs appear on community horizons every year. Education is one arena from which response to diversity is necessary. Ethnic, socioeconomic, disability, and gender status differ from one region to another making communities the ideal nexus for change. Some communities have taken a pro-active approach to cultural pluralism, and several model programs are described. Successful approaches reflect community exigencies, but all emphasize the following components: (1) collaborative development of a clear belief system which respects the nature of and demands excellence for all students; (2) use of an inclusive belief system as a guiding focus for school and community; (3) intervention strategies for at-risk students involving community agencies, businesses, and constituents in cooperative ventures; (4) a globalized curriculum which acknowledges the value of differences and teaches students to live in a heterogeneous, interdependent world; and (4) a holistic approach to instruction where whole children are educated in whole classrooms and are never labeled. Responding to cultural differences means restructuring public schools and supporting new practices to address the reality of plurality in the schools. (Contains 12 references.) (LL)

ED351290
Author: *Finch,-Mary-Ellen; Rasch,-Kathe*
Title: ***Preparing Preservice Students for Diverse Populations.***
Publication Year: *1992*
Notes: *20 p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 5-8, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The Education Division of Maryville University (Missouri) believes in preparing teachers for student diversity. It encourages teachers to be reflective practitioners and suggests that the quality of a teacher's reflections and actions depends on a developmental ability to integrate concrete teaching experiences, models and strategies of others, and principles of research in teaching into an integrated whole. Maryville's teacher education program has four conceptual strands: (developmental, curriculum and instruction, sociological, and research). The paper describes the Roblee Project, which builds upon the experiences and curriculum permeating Maryville's preservice teacher education program. The project began in 1991 with several activities: faculty and focus group meetings on cultural diversity designed to critique preservice teacher education; data collection from new students, student teachers, and first-year teachers; and

resource list collection. Data analysis showed that: (1) students were uncomfortable with children unlike themselves; (2) racism existed in most students; (3) students needed to believe that all children could learn; (4) many students did not want to work in schools with diverse populations; and (5) most students were ignorant of the civil rights movement and related historical issues. One crucial finding is that providing dissonance in terms of both knowledge and experience is crucial. (SM)

ED351278

Author: *Risinger,-C.-Frederick*
Title: ***Trends in K-12 Social Studies. ERIC Digest.***
Source: *ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.*
Publication Year: *1992*
Notes: *4 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Drawing on contemporary research literature, recently developed curriculum guides, and blue-ribbon reports, this digest reviews 10 contemporary trends in K-12 social studies in the United States. Trends are as follows: (1) History, history, and more history; (2) More geography, too; (3) Using literature to teach social studies; (4) Focus on the multicultural nature of American society; (5) Renewed attention to western civilization; (6) Renewed attention to ethics and values; (7) Increased attention to the role of religion; (8) Attention to contemporary and controversial issues; (9) Covering issues in depth; and (10) Writing, writing, and more writing. (DB)

ED351236

Title: ***The Rabbit in the Moon: Folktales from China and Japan.***
Source: *Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.*
Publication Year: *1979*
Notes: *82 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This teaching unit consists of eight folktales from China and Japan, skill-development exercises, and follow-up activities. It is designed for the upper elementary grades (3-6), and is easily adaptable to a broad range of age levels and abilities. It can be used in several curriculum areas, including: (1) social studies on China, Japan or Asia; (2) multi-cultural studies; and (3) language arts and literature. An introduction to folklore and a bibliography are included for teacher reference. (DB)

ED351225

Title: ***World Cultures: A Theme Guide to K-12 Curricular Resources, Activities, and Processes.***
Source: *Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.*
Publication Year: *1984*
Notes: *109 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This guide is for educators who wish to improve existing curricular frameworks for teaching about world cultures. The guide is anchored by six goal statements for student learning: (1) to begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.); (2) to recognize the part geographic setting and history play in shaping a culture; (3) to understand that change is natural and ongoing and that people are affected in different ways because of their value systems; (4) to understand the interdependence of people, groups, and nations; (5) to develop an awareness of how perspectives differ among individuals and between groups; and (6) to recognize the importance of individual and cultural differences within the context of certain cultural universals. Sample activities, separated by grade level, are organized to correspond to each of the six goals. Resources that teachers might use in conducting the activities also are suggested. Twelve sample lessons and a list of supplemental resources are included. Among the 12 lesson plans are the following: Introducing the Fiction of Other Countries through Folktales: Grades 5-12; Education in Africa; A Simple Chocolate Bar; How Do Others See Us? The Latin American Perspective; and People Are Just People. (DB)

ED351164

Author: *Bold-Warrior,-Sherman*
Title: ***For the Administrator: Realities for the Native American and Education.***
Publication Year: *1992*
Notes: *14 p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

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the role of the teacher trainer in a multicultural education workshop. The bulk of the guide outlines the 11 workshop sessions. Sessions cover: (1) introductory material; (2) a definition of multicultural education; (3) teachers' racial awareness; (4) actions to take and avoid in the implementation of a multicultural curriculum; (5) classrooms that support cultural diversity; (6) development of a multicultural curriculum; (7) activities for teaching multicultural awareness; (8) the holidays and celebrations of people of various cultures and ethnicities; (9) children's perspectives of race; (10) culturally responsive child care; and (11) discussions with children on the topic of cultural differences. Workshop sessions typically follow a format of presentation of a problem and its social context; critical reflection; practical application; journal writing; the use of affirmative statements relating to the problem; and additional activities. A total of 47 handouts are included throughout the individual lessons. A 42-item bibliography is appended. (BC)

ED347606

Author: *Sperrazza,-Susan-S.*
Title: ***Increasing Global Awareness in the First Grade Classroom by Advocating the Awareness of Self and the Cultural Differences of Others.***
Publication Year: *1992*
Notes: *60 p.; Ed.D. Practicum, Nova University.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: A practicum aimed to increase global awareness in the first grade classroom. The problem was that the students were very "Americanized," predominantly white, and rarely exposed to other cultures. Therefore, the students could not recognize commonalities among people and could not understand the cultural differences in others. The major goal was to increase global awareness in all five first grade classrooms by advocating the similarities of self and the cultural differences of others using a thematic, integrated approach. Language-experience charts, portfolios, charts, and student journals were used during the implementation phase to document student growth. The results of the practicum were very positive. All four objectives were successfully reached and surpassed the original expectations. The outcome of the project was demonstrated through improved student attitudes, new friendships, and positive behaviors toward other students and among the five first grade teachers. The students are now more aware of their own needs, and the similarities and differences of others. (Three appendixes--teacher interview questions and personal observation/sample statements--and 17 references are attached.) (Author/PRA)

ED347503

Author: *Koebler,-Saundra, Comp.; And-Others*
Title: ***Literacy through Literature. Proceedings of the Annual Conference and Course on Literacy (38th, Pittsburgh, Pennsylvania, June 1991).***
Source: *Pittsburgh Univ., Pa. School of Education.*
Publication Year: *1991*
Notes: *102 p.; For the 1990 proceedings, see ED 329 900.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: This conference proceedings is the result of a week-long conference and course focusing on the use of literature programs in the development of literacy skills and the attainment of broader educational outcomes. The proceedings includes speeches by keynote speakers, session presentations, graduate student papers, and middle school student papers. Keynote papers are: "Acting Meaning: The Play of Reading" (Shirley Brice Heath and Shelby Anne Wolf); "Remembering Pennsylvania" (Lois Lowry); "Families and Literacy: Building Social and Cultural Continuity" (Vivian L. Gadsden); "The Secret of the Lifetime Reader or the Clue in the Classroom" (Elizabeth Segel); and "The Secret of the Life-Long Reader or the Clue in the Classroom" (Margaret Mary Kimmel). Session presentations are: "Helping Parents and Teachers Develop Positive Dispositions toward Reading in Preschool Children" (Donna DiPrima Bickel); "Rights without Labels: A Mainstreaming Project" (Nicolette Armstrong and others); "Literacy through Experimental Verse: Selected Works of e. e. Cummings" (Albert C. Labriola); "Enriching Early Literacy with Long-Term Projects" (Jeanette Allison Hartman); "The Heartwood Project: An Ethics Curriculum for Children" (Eleanor Gettleman and others); "Liberty, Learning, and Literacy: Promoting Higher Order Thinking in the Social Studies Classroom" (Caryn M. King and William E. McDonald); "Teaching after the Summer Institute: Where I've Been and Where I'm Going" (Mimi Botkin); "Reaching back, Moving Forward: An Intergenerational Approach to Literacy and Literature" (George R. Skornickel, Jr.); "Promoting Literacy through Bibliotherapy" (Lelia Allen); "The Ethnic Mosaic: Multicultural Books for All Our Children" (Joan Brest Friedberg); and "Writing Workshops for Children" (Karen Waggoner). The three graduate student papers are: "Whole Language Makes Learning Fun, Even in High School" (Shandel Gilbert); "Ownership" (Marion E. Gosson); and "World War II: Through the Eyes of Literature" (Elizabeth Tihey Harbist and Edith P. Jones). The five middle school papers, briefly introduced by Patricia Thomas, are: "Being Black In America" (Sahara Bey); "Untitled" (Edward Caldwell); "When I Grow Up" (Brandy Fleming); "My Scariest Experience" (Maurice Harvey); and "Untitled" (Erica Hatcher). (RS)

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World of Diversity and Understanding. A Mosaic of Multicultural Achievement.
Source: *Massachusetts State Board of Education, Boston.*
Publication Year: *1991*
Notes: *42 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This publication describes programs in education in Massachusetts that foster multiculturalism. Many of these programs are recipients of the Multicultural Recognition Award for their effectiveness in this field. The programs are described under the following 8 categories: (1) bilingual education (5 programs); (2) community participation programs (5 programs); (3) connections abroad (8 programs); (4) conflict resolution and anti-racist programs (7 programs); (5) cultural awareness programs (4 programs); (6) English as a Second Language (6 programs); (7) integration of new students (3 programs); and (8) multicultural education (8 programs). As all categories have relationships among each other, the descriptions are cross-referenced. In addition, because staff development is a critical part of advancing multiculturalism, programs that offer a strong staff development component are noted. In addition to each paragraph-long description is the name of a person whom readers may contact for more information or for recommendations. Programs that received the Multicultural Recognition Award are noted with an asterisk. Throughout the publication, excerpts from the writings of students participating in the programs are included. (JB)

ED350286

Author: *Gray,-Loretta-S.; Richards,-Judith-J.*
Title: ***In Front of and Behind the Camera: Two Perspectives on "Morning Meeting."***
Publication Year: *1992*
Notes: *23 p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: In Judith Richards' ethnically diverse third and fourth grade classroom, the morning meeting is a time for discussion. The functions these discussions serve range from sharing personal news to talking about problem-solving strategies. During these meetings, the teacher has a polyphonic role. She participates, moderates, and sometimes writes students' contributions on a chalkboard. She thus creates an orchestration of voices in which children respond both to other children and to what is written on the board. In this paper, the teacher gives the in-front-of-the-camera perspective, describing how she brings diverse voices into contact and what effects her organization of discussion has on children's discourse skills. The behind-the-camera perspective focuses on turn taking behavior that takes place during morning meeting. Specifically, the observer draws on methods from conversational analysis to show the placement of one instance of classroom discussion on a continuum with other speech-exchange systems. The paper concludes with an analysis of the conventions employed by the teacher which appear to influence classroom turn-taking organization according to the "cognitive apprenticeship" model of teaching. (Author/LL)

ED350275

Author: *Dana,-Nancy-Fichtman*
Title: ***Developing an Understanding of the Multicultural Classroom: Experiences for the Monocultural Preservice Teacher.***
Publication Year: *1991*
Notes: *14 p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Demographic projections indicate that the classrooms of the future will be quite different from those of the past because of the increasing language and ethnic diversity found among the American student population. As a result, there has been increasing concern about preparing monocultural teachers for multicultural classrooms. Teacher education literature provides a limited framework for designing courses to prepare teachers for a classroom student culture different from their own. One of the most valuable avenues available to the preservice teacher who attempts to enter and understand a different culture is the avenue of reading literature. Exposure to children's literature that includes an array of cultural settings can help preservice teachers develop an understanding and appreciation of the diversity of cultures both within and outside the United States. Exposure to this literature will also help them develop a repertoire of readings which they can incorporate into their teaching practices. In a preservice course at Florida State University, children's literature was used to prepare White preservice student teachers to work with African American students in Leon County, Florida. This paper discusses selection of appropriate literature and gives specific examples of children's books and their use in the college course. Two categories of books are discussed: socially conscious books,

which are written by White or African American authors for White audiences to acquaint readers with the African American condition; and culturally conscious books, which are written by African American authors who portray the uniqueness of being African American from the author's own perspective. (IAH)

ED350272

Author: *Dana,-Nancy-Fichtman*
Title: ***Towards Preparing the Monocultural Teacher for the Multicultural Classroom.***
Publication Year: *1992*
Notes: *16 p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: An ethnographic study was conducted to determine what happens when teachers are placed in schools in which the students' cultural background differs dramatically from their own. Participants were five student teachers completing their internship in a low socioeconomic school in Tallahassee, Florida. Three methods were used to collect data: journals reflecting student teachers' thoughts and ideas about the teaching experience; participant observation; and qualitative ethnographic interviewing. Data analysis indicated that each student teacher experienced culture shock when beginning the internship, basing value judgments and expectations on norms established by their personal prior experience, and judging different experiences to be abnormal. Four of the five student teachers experienced difficulties with classroom management and control, attributing their difficulties to the background of the students being taught; and efforts to control students using the prepackaged technique of assertive discipline were unsuccessful. The five student teachers in this study indicated that their college experience had not prepared them for student teaching. The results of this study indicate the need for teacher educators to develop culturally literate teachers and to challenge prior personal experiences and attitudes of prospective teachers. (LL)

ED350267

Author: *Reiff,-Judith-C.; Cannella,-Gaile-S.*
Title: ***Preparing Teachers for Cultural Diversity: Rhetoric or Reality.***
Publication Year: *1992*
Notes: *13 p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Teacher educators must consider two major issues in their efforts to incorporate multicultural education into preservice teacher preparation programs: (1) the background and previous experiences of preservice teachers; and (2) schooling as an institution that either inhibits or promotes the strengths of citizens in a democratic society. In both schools and colleges, few role models exist for racial- or language-minority students. In addition, the curriculums at all educational levels tend to be strongly monocultural, reflecting little ethnic or cultural diversity. Recent philosophical and theoretical perspectives in education have provided insights into alternatives for multicultural teacher education. Constructivist orientations would lead programs to create experiences in which diverse realities are explored. Developmental psychology perspectives would cause teacher education to be based on the recognition that an individual's cognitive development cannot be separated from the surrounding social context. The reconstructionist perspective focuses on the conditions of schooling within a democracy. Preservice teachers must construct understandings of the effect of values on reality, the dominant forces in society, the political and economic context in which decisions are made, and the impact of culture on the individual. The teacher education program must be grounded in these issues which are philosophical, social, political, economic, and psychological. (Contains 41 references.) (IAH)

ED350259

Author: *Renyi,-Judith, Comp.*
Title: ***Multicultural Survey.***
Source: *Alliance for Curriculum Reform, Alexandria, VA.*
Publication Year: *1992*
Notes: *202 p.; Some pages contain small print.*
EDRS Price - *MF01/PC09 Plus Postage.*

ABSTRACT: In May of 1992, the Alliance for Curriculum Reform (ACR) surveyed member organizations and others who had participated in ACR activities concerning their printed policies on issues relating to multicultural education. The areas of interest for the survey were: printed policy(ies) on multicultural content/curriculum; printed policy(ies) on student diversity as it affects the member organization's field; and policy(ies) on multicultural diversity as these policies affect staffing, organizational, structural, and/or membership issues. The purpose of the survey was to provide data on curriculum-centered associations' official policies as

background for development of a general ACR statement on multiculturalism in curriculum. Thirty-three associations responded to the survey. Of these, 13 had printed policies in all 3 areas and 4 reported policies in development at the time of the survey. The document is organized in the following way: (1) a checklist of responses from all organizations; (2) an organizational list showing responses to all categories alphabetically by organization; and (3) a list by category within which organizational responses are repeated alphabetically. (LL)

ED350250

Author: *Zimmerman,-Enid; Clark,-Gilbert*
Title: ***Resources for Teaching Art from a Multicultural Point of View.***
Source: *ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.*
Publication Year: *1992*
Notes: *6 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Teaching art from a multicultural point of view can enhance art curricula by celebrating diversity and promoting social equity for all students. This bulletin is written in two parts. In part 1, ideas are presented to help art teachers use resources that reflect a multicultural point of view. In part 2, a bibliography of instructional resources is annotated to help teachers make selections and extend their curricula with multicultural concepts. (Author)

ED350222

Author: *Wood,-Robert-W.; And-Others*
Title: ***A Cultural Experience: Japan.***
Publication Year: *1992*
Notes: *179 p.*
EDRS Price - *MF01/PC08 Plus Postage.*

ABSTRACT: This activities unit for teaching about Japan is designed for use with elementary students. The activities reflect the growing importance of Japan in today's world, and the belief that the social studies curriculum should reflect principles of global education. The unit is intended to explore seven major goals included in the social studies curriculum: citizenship, multi-ethnicity, economic understanding, effective decision making, sensitivity to time and space, examination and use of information, and analysis and adaptation to a changing world. The activities focus on four major areas: geography, government, culture, and education. The activities are designed for grade levels one through six; they may be adapted to meet other grade level requirements, however. Each activity includes a title, introduction, objectives, grade level, time, materials, procedure, follow-up, evaluation, and further suggestions. A 36-item list of references is included. (DB)

ED350216

Title: ***Chinese American Experience: San Francisco.***
Source: *Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.*
Publication Year: *1985*
Notes: *80 p.; The China Project.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This unit encourages students to explore the history and current situation of Chinese Americans. Organized around five lesson plans, the unit's first lesson begins with the students' own perceptions of Chinese Americans, followed by a quiz that provides relevant background information. The second lesson examines the general history of Chinese Americans, while the third looks at the history of San Francisco's Chinatown. The fourth lesson offers one of two alternatives: a slide presentation or an actual walking tour of San Francisco's Chinatown. (The slides are not included with this document). The last lesson is reserved for debriefing and concluding the unit. A minimum of one class is needed for each lesson; lessons two and three require more time. A number of student handouts and a bibliography that lists materials concerning Chinese Americans are included. Eight teacher's appendices also are included: (1) "Racism in the Comics" by Michio Kaku; (2) Key to quiz; (3) Key to population graphs; (4) Discussion questions on San Francisco Chinatown; (5) Geographic distribution of Chinese Americans; (6) Occupations and earnings of Chinese Americans; (7) Script for slide presentation; and (8) Teacher materials for walking tour. (DB)

ED350210

Title: ***Compendium of Curriculum Projects for 1991 Fulbright-Hays Seminars Abroad Program: Ancient and Modern Egypt and Israel, June 20-22, 1991.***
Source: *Institute of International Education, New York, N.Y.*
Publication Year: *1992*

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Notes: *318 p.; Some materials may not reproduce clearly.*
EDRS Price - *MF01/PC13 Plus Postage.*

ABSTRACT: These curriculum projects were produced by teachers who traveled to Egypt and Israel as part of the Fulbright-Hays Seminars Abroad Program. The materials developed by the educators were: Activities and Bibliography of Resources to Promote Student Involvement in a Class Study of Egypt and Egyptian Culture (Edith Baxter); Egypt at the Crossroads of Civilization: The Old Ways Change (Charlotte Nasser Byrd); A Comprehensive Unit on Israel for Sixth Graders Using the Five Themes of Geography (Joy Campbell; Janet Rinehart); Jerusalem: City of Peace (Frances S. Dubner; Bella Frankel); Eight-Year Old Mohammed Travels the Nile--Primary Grades Curriculum on Egypt (Monty Hawks); Taking Many Steps through Ancient and Modern Israel and Egypt (Tonya Houser); Lesson Plan: The Rise of Nazism and World War II--Stereotyping and the Holocaust (Jim Kelly); Promote International Understanding (Cynthia Kinstler); The Israeli-Palestinian Resolution: Homeland or Occupied Territory? (Bruce E. MaClean; Kelly A. Smith); Curriculum Project--Egypt (Kristine K. McCormick); Israel: A Land of Intensity (Linda Mager); Materials for Teaching Ethical Monotheism (Simmie Plummer); and Israel and Egypt (Mary E. Snethen). (DB)

ED350198

Author: *Keyser,-Catherine-H., Ed.; Martin,-Roberta, Ed.*
Title: ***China: A Teaching Workbook.***
Source: *Columbia Univ., New York, N.Y. East Asian Inst.*
Publication Year: *1991*
Notes: *725 p.*
EDRS Price - *MF04 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This workbook is divided into 17 topical sections containing student readings and classroom activities designed to supplement standard textbook presentations and to bring China "alive" for students. The organization of the materials and the background notes for teachers stress central themes that are distinctive and recurrent in Chinese history and culture. The workbook's 17 sections include: (1) Introduction; (2) Geography and Population; (3) Language; (4) Philosophy and Religion; (5) Traditional History; (6) Modern History; (7) Society; (8) What It Means to be Chinese; (9) Government and Politics; (10) Economics; (11) Taiwan and Hong Kong; (12) Art; (13) Culture; (14) Literature; (15) Foreign Policy; (16) Chinese Americans; and (17) Overseas Chinese.
Section 18 contains three readings: "A Film Guide to 'The Heart of the Dragon'"; "China's Gifts to the West"; and "Chinese Ideas in the West." (DB)

ED350206

Author: *Poindexter,-Betty; Korra,-Herb*
Title: ***Practicing Democracy through Equity Education: Social Studies Curriculum Grades K-12, 1991-1997.***
Source: *Warren Township Independent School District, Indianapolis, Ind.*
Publication Year: *1991*
Notes: *1,437 p.*
EDRS Price - *MF11/PC58 Plus Postage.*

ABSTRACT: This social studies curriculum guide for grades K-12 contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Most of the guide is devoted to the last two sections. Strategies for classroom use are outlined and discussed under the following categories: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the K-12 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time. A course of study time frame is included that describes, in sequence for each social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

ED350125

Title: ***A Bibliography for the Themes: Multicultural, Self-Concept/Family, Health and Fitness, and Careers. Summer Program Academic Resources Coordination Center.***
Source: *State Univ. of New York, Cortland. Coll. at Cortland.*
Publication Year: *[1992]*
Notes: *20 p.; For related documents, see RC 018 731-732.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This bibliography, which lists over 100 children's books, was compiled by the Summer Program Academic Resources Coordination Center (SPARCC) in Loudonville, New York. SPARCC was a migrant education

grant that developed and helped implement model summer migrant education programs in New York, Virginia, and Florida. The bibliography is divided into sections according to the themes of the books, including multiculturalism, health and fitness, family and self-concept, and careers. The listings in each thematic category are further divided by age level, including sections for primary, intermediate, and junior/senior high. Each listing includes the complete title of the book, author, publisher, and a brief annotation. Also included are lists of 3 resources books and 14 periodicals that help select children's books. (LP)

ED349812
Author: *Walters,-Joseph*
Title: ***Application in Multiple Intelligences: Research in Alternative Assessment.***
Publication Year: *1992*
Notes: *30 p.; In: Focus on Evaluation and Measurement. Volumes 1 and 2. Proceedings of the National Research Symposium on Limited English Proficient Student Issues (2nd, Washington, DC, September 4-6, 1991).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This paper introduces a theoretical treatment of the concept of intelligence that provides for intellectual diversity and contrasts this view with the more traditional notion of intelligence. Next, the paper draws from this theory several implications for education, paying particular attention to the question of assessment. It is shown why this view of intelligence forces the rethinking of some of the fundamental assumptions held about the assessment of learning. To conclude, a consideration of several specific implications for bilingual and multicultural learning are drawn from a discussion of multiple intelligences. Responses to the paper by Vera John-Steiner and Sue Teele are appended. (VWL)

ED349703
Author: *Mack,-Carl, Jr.*
Title: ***Mistaken Identity and Issues in Multicultural Education.***
Source: *National Association of Secondary School Principals, Reston, Va.*
Publication Year: *1992*
Notes: *6 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: Working through a group approach with the community will help school districts reach a multicultural, multiracial consensus to ensure an excellent and equitable education for every child. There is a valid role for Afrocentric and Eurocentric concepts in a pluralist context which includes Hispanic, Native American, and Asian perspectives as well. School boards should continue to expand their efforts to meet the needs of our increasingly diverse student population in three areas: (1) development and implementation of board policy that improves the district's multicultural perspective; (2) assurance of affirmative hiring practices; and (3) review and refinement of the multicultural aspects of the district's curriculum. These actions should be driven by the single objective of improving student performance. A process referred to as the "three sets of three questions" strategy can help board members check on the soundness of any major proposal by dealing with three levels--personal, ramifications, and contingencies. (MLF)

ED349604
Author: *Ballinger,-Jane-R.; King,-Pu-Tsung*
Title: ***Alternative Media Use and Support for Multicultural Education.***
Publication Year: *1992*
Notes: *35 p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: American education has been soundly criticized in recent years for allegedly teaching only a western, Anglo culture and values system, to the exclusion of minority and ethnic groups. Explorations of the role of the mass media in the processes of assimilation and pluralism, especially in shaping the relationship of ethnic groups to American society, have generally been undertaken from the assimilation perspective. However, there are currently no studies examining the effects of ethnic media on both dominant and minority groups. A study explored the effects of exposure to minority cultures by examining the relationship between exposure to alternative media and support for multicultural education. Also studied was the relationship between contact with minority groups and support for multicultural education. The sample included members of four distinct strata of the student population at the University of Texas at Austin in March 1991: Anglos, Blacks, Hispanics and international students. Information was collected via phone interviews. Results demonstrated a partially positive correlation between exposure to alternative media and support for multicultural education. The relationship between contact

with minority groups and support for multicultural education was seen for Anglos, but was not seen for minorities. Political ideology was determined to have the strongest correlation with support for multicultural education. (Sixteen tables containing the collected data are attached.) (HB)

ED349582

Author: *Miller,-Suzanne-M.*
Title: ***Creating Change: Towards a Dialogic Pedagogy. Report Series 2.18.***
Source: *National Research Center on Literature Teaching and Learning, Albany, NY.*
Publication Year: *1992*
Notes: *22 p.; Based on a paper presented at the International Conference of the Association for Collaborative Contributors to Language Learning (3rd, Moscow, Russia, December 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Internationally, educators are calling for teachers to help students learn to respect and value social and cultural difference. Literature teachers can also contribute to such a revolution in consciousness through literature study. It is crucial to education in a multicultural society that students are taught ways of reading and talking about literature which create respect for multiple perspectives. One means of doing this is through a "dialogic pedagogy," a conversational teaching approach in which the teacher and students engage in purposeful collaboration, guiding and inviting each other in talk and activity. Since readers construct different meanings from identical texts, text discussion can be particularly suited to provoke an interplay of differences. However, research indicates that such reflection about different perspectives rarely occurs in American schools, including literature classes, in which many teachers still rely on closed questioning. After observing teachers who successfully created conditions that produced motivated discussions about texts, four principles emerged: (1) inducing a new stance towards texts; (2) provoking collaborative reflection about alternatives; (3) scaffolding dialogic heuristics; and (4) encouraging student-initiated and sustained dialogic inquiry. If multicultural education is limited to new book lists or curricular add-ons, it may fail to become an integral part of student and citizen consciousness. (A list of 59 references is attached.) (HB)

ED349526

Author: *Mattson,-Donald-L.; Richardson,-Maurine*
Title: ***Salad Bowl--All Together, All Unique, All Special.***
Publication Year: *[1992]*
Notes: *8 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Pluralism has become the word for this decade. America is no longer a melting pot, but a salad bowl where each person can retain his/her own uniqueness culturally. In a truly inclusive community, no one is exclusive or excluded. The legislature of South Dakota has mandated that all future teachers, as well as those teachers wishing to remain certified, must complete a human relations course. The purpose of this course is to make future and present teachers aware of various cultures, races, and ethnic backgrounds, without being judgmental. It has been found that people are less threatened by other cultures if they truly understand something about their own culture. Rather than viewing cultural differences as hurdles, educators should accept the richness that diversity offers. With this in mind a bazaar was organized that would help make the majority culture in the southeastern part of the state understand themselves and therefore be less threatened by the minority culture when a similar bazaar was held that stresses that culture. This bazaar was designed to stress the culture of Sweden. Displays were arranged around various aspects of Swedish culture. The literature of Sweden was displayed using faculty and library resources. Artifacts from Sweden were displayed. Another display included posters that listed pertinent facts about Sweden. Food booths offered Swedish delights. The art from Sweden was highlighted in another display. Music, videos, and travel posters were used. Students were excited about learning and sampling different cultures when presented in a non-threatening format. (ABL)

ED349370

Author: *Diaz,-Carlos, Ed.*
Title: ***Multicultural Education for the 21st Century. NEA School Restructuring Series.***
Source: *National Education Association, Washington, D.C.*
Publication Year: *1992*
Notes: *223 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This book presents a selection of readings that address multiculturalism and school restructuring as a reference for schools working to enrich their school-improvement agendas. The readings treat many areas within curriculum and student achievement. The 13 chapters are as follows: (1) "The Next Millennium: A Multicultural Imperative for Education" (C. F. Diaz); (2) "Multicultural Education: Nature, Challenges, and

Opportunities" (J. A. Banks); (3) "Effective Teaching Practices for Multicultural Classrooms" (G. Gay); (4) "Institutional Climate: Developing an Effective Multicultural School Community" (V. O. Pang); (5) "Learning Styles: Implications for Teachers" (K. Swisher); (6) "Rethinking the Role of Gender and Achievement in Schooling" (J. Bernard-Powers); (7) "Evaluation Practices for the Multicultural Classroom" (R. J. Samuda and J. Lewis); (8) "We Speak in Many Tongues: Language Diversity and Multicultural Education" (S. Nieto); (9) "Reducing Prejudice in Society: The Role of Schools" (G. S. Pate); (10) "Involving Special Educators in Challenging Injustice in Education" (C. E. Sleeter and C. Hartney); (11) "Educating for Human Rights: A Curricular Blueprint" (R. L. Garcia); (12) "Institutionalizing Multicultural Education in Teacher Education Programs" (N. F. Daly and D. J. O'Dowd); and (13) "Resistance to Multicultural Education: Concerns and Responses" (C. F. Diaz). An Afterword entitled "The Leadership Challenge in Multicultural Education" (C. A. M. Banks) concludes the volume. An annotated bibliography of 18 items and information on the 16 contributors are also provided. (JB)

ED349361

Title: ***Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990.***
Source: *Manitoba Dept. of Education and Training, Winnipeg.*
Publication Year: *1992*
Notes: *25 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This publication presents the official multicultural education policy statement for Manitoba (Canada) institutions of education and training. The policy is guided by the following three principles: (1) education for full participation in society; (2) education for cultural and linguistic development; and (3) education for intercultural understanding. An introduction describes the adoption of the policy for a multiculutural society by the Government of Manitoba in 1990 and the implications for all branches of government and education. A section on the policy statement describes the three main thrusts of the policy. Another section outlines objectives that will transmit the general policy statement for implementation. A section on multicultural education lists initiatives of Manitoba Education and Training that assist the implementation of the policy. Also listed are tasks for school division, initiatives for postsecondary institutions, and initiatives for ethnocultural communities. A conclusion lists four companion documents to support implementation of the policy. (JB)

ED349356

Title: ***Wichita High School West: Multicultural Education Plan 1991-92.***
Source: *Wichita Public Schools, Kans.*
Publication Year: *1991*
Notes: *22 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This document is the Wichita (Kansas) High School West multicultural education plan for 1991-92. Wichita High School West is part of the Wichita Public School system. The plan was developed by a committee of 1 administrator and 12 teachers. The plan opens with definitions of the mission of the plan and the meaning of multicultural education for the purposes of the plan. Five areas of emphasis are offered: (1) administrative and counseling efforts; (2) teaching faculty and curriculum efforts; (3) clubs and extracurricular activity efforts; (4) schoolwide efforts; and (5) inservice efforts. The bulk of the document presents descriptions of activities planned for each of the above areas. The teaching and curriculum section offers plans for each academic area. The schoolwide efforts area sets out a year long "Culture of the Month" program beginning with a September emphasis on human relations and interactions and followed each month by programs highlighting particular cultures. Attached is the agenda for an inservice workshop. Also appended is a selection of ideas for celebrating German culture and heritage planned for October in the first year of implementing the plan. Included are 14 resources, with addresses and telephone numbers provided. (JB)

ED349306

Author: *Shulman, Judith*
Title: ***Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.***
Source: *Far West Lab. for Educational Research and Development, San Francisco, Calif.*
Publication Year: *1992*
Notes: *30 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This paper describes a case study approach to multicultural education and examines what was learned from a project utilizing teacher-written cases in a seminar for new teachers. A case is described and analyzed. Data were gathered by reflecting on what had been taught about teaching in diverse classrooms and discussing potential

implications for teacher education and professional development. Findings suggest that case-based teaching provides opportunities for teachers to accomplish many things: make explicit their beliefs about teaching and learning; test assumptions about practice; confront personal biases; achieve a deeper understanding of issues related to race, gender and culture; and transform what is learned into instructional practices tailored to students. The publication is organized into five sections: (1) Case Methods in Multicultural Education: Background; (2) Confronting Bias, Innocence and Racism: A Case in Point; (3) Findings: Impact on Participants, Changes in Behavior, and Response to the Case-Based Approach; (4) The Challenges of Case-Based Teaching: Provide a Safe Environment, Monitor Participants' Emotions, Balance Personal and Participants Agendas, and Limitations of Case-Based Teaching; and (5) Implications. (Author/LL)

ED349244

Author: *Wong,-Wendy-L.*
Title: ***Traditional Chinese Celebrations: Continuity and Change in Taiwan.***
Source: *Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.*
Publication Year: *1985*
Notes: *39 p. The China Project.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This teaching unit is designed to introduce elementary school students to traditional Chinese celebrations in Taiwan. An introductory activity asks students to distinguish between various kinds of celebrations (traditional or modern; religious or secular), and to identify U.S. and Chinese examples of each kind. The body of the unit concerns four well-known traditional Chinese celebrations: Lantern Festival, Tomb Sweeping Day, Dragon Boat Festival, and Moon Festival. The material on each celebration contains an introduction, historical background, information on present-day activities pertaining to the celebration, discussion questions, and a student activity. The unit also provides background information on Taiwan, the script for a slide presentation on the celebrations, and suggestions for further reading. (DB)

ED349229

Title: ***Demystifying the Chinese Language. Revised.***
Source: *Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.*
Publication Year: *1988*
Notes: *106 p.; For the 1980 edition, see ED 201 175. The China Project.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This document is a revised version of a teaching unit originally published in 1980 and designed to familiarize both elementary and secondary students with the Chinese language and thus lessen the strangeness often attached to it. The goal is not that students "learn Chinese;" rather the hope is that, through a series of exercises that actively involve students with written Chinese, students will engage in a process of demystifying the Chinese language so that they can begin to view it simply as a system of written communication different from, but equally plausible as, those of Indo-European origin. No prior knowledge about Chinese is required of either the teacher or students to use this unit. The unit is appropriate for many areas of the curriculum; for example, social studies courses in which China is studied, multicultural studies courses, specialized coursework on communication, sociology, or linguistics, or in conjunction with the language arts curriculum. It is particularly appropriate for use as a comparative study in courses in world history/cultures or in U.S. history/culture. The unit is organized into a six-day format. All necessary instructional materials to teach the unit are provided, including 13 handouts, the first of which consists of a set of "flashcards" showing selected characters. The following appendices also are included: (1) a paper on "The Chinese Language"; (2) a paper on "Language Reform in the People's Republic of China"; (3) a reprint of simplified Chinese characters; and (4) a chart showing Pinyin pronunciation. (DB)

ED349224

Author: *Clay,-Phyllis-L.*
Title: ***The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation.***
Source: *Kansas City School District, Mo.*
Publication Year: *1991*
Notes: *53 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This report addresses the results of an evaluation made of the first year of the implementation of a global studies theme at the Northeast Global Studies Middle Magnet School (Kansas City, Missouri). It is reported that ample evidence of the theme was seen throughout most of the school facilities, and observed in all of the social studies classes. However, no evidence of infusion of the theme was seen during observation periods

in mathematics and physical education classes. Data from questionnaires issued to parents revealed that the global studies theme was not clear to a third of the parents. A recommendation was made to provide additional, perhaps related, information to parents regarding the nature of the global studies theme. Of the 22 program objectives relating to the first implementation year, most were being implemented effectively. Several figures and tables appear throughout the report. Five appendices also are included: (1) global studies course topics; (2) infusion of global studies; (3) exhibits in the world cultural festival; (4) theme-related activities; and (5) theme-related field trips. (DB)

ED349214
Title: ***Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.***
Source: *Warren Township Independent School District, Indianapolis, Ind.*
Publication Year: *1991*
Notes: *275 p.*
EDRS Price - *MF01/PC11 Plus Postage.*

ABSTRACT: This social studies curriculum guide for grade 2 in the Metropolitan School District of Warren Township, Indiana, contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Much of the guide is devoted to section nine, the strategies for classroom use. Seven strategies are outlined and discussed: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the grade 2 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time required. A course of study time frame describes, in sequence for the social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

ED349212
Author: *Korra,-Herb, Comp.*
Title: ***Multireligious, Multicultural, and Multiethnic Calendar.***
Source: *Warren Township Independent School District, Indianapolis, Ind.*
Publication Year: *1991*
Notes: *100 p.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: This guide features materials concerning ethnic and religious groups and the annual dates important to those groups. Specifically, the guide contains an index of religious holidays; a list of the historical dates important to Buddhism, Confucianism, Christianity, Hinduism, Islam, and Judaism; and a calendar that lists, by month, cultural and religious holidays and events that are important to various ethnic groups. Activities for utilizing these materials in the classroom also are suggested. (DB)

ED349069
Author: *Borg,-Myra-Kitchens*
Title: ***Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.***
Source: *Sacramento City Coll., CA. Learning Resources Div.*
Publication Year: *1992*
Notes: *77 p.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: Designed to serve as a guide for instructors and students who would like to introduce a multicultural perspective into their area of study, this bibliography lists books and periodicals that are part of the library collection at Sacramento City College (SCC) in California. Materials are listed that focus on the contributions, experiences, and challenges of African Americans, Asian Americans, Hispanic Americans, and Native Americans. Bibliographic records are displayed alphabetically by title within the following categories: (1) general reference sources; (2) allied health; (3) behavioral and social sciences; (4) business; (5) humanities and fine arts; (6) languages and literature; (7) learning resources; (8) occupational technology; (9) physical education/health/athletics; (10) science/math/engineering; and (11) journals and magazines. Within behavioral and social sciences, humanities and fine arts, and languages and literature, subdivisions are provided for each of the four ethnic groups. Each bibliographic record includes the work's title and author, as well as its SCC call number. (MAB)

ED348985
Author: *Vest,-Bette-J.*
Title: ***Free Classroom Resources: Conducting a Successful***

Search.
Publication Year: *[1991]*
Notes: *77 p.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: Compiled to assist teachers in their quest for free and inexpensive educational materials, this report provides both a practical guide to aid in planning a research strategy and a compilation of resources available free or at low cost to teachers. Teachers in four Virginia elementary schools were surveyed to determine: (1) whether their school system provides all the resources they use in the classroom; (2) whether teachers themselves provide classroom resources either from their personal funds or through their efforts to obtain such resources; (3) whether teachers are comfortable conducting resource searches; and (4) the types of resources teachers provide for their classrooms. Numerous, comprehensive listings of free classroom resources were located, but there were few sources outlining research strategies and tools. To test the usefulness of this compilation of free resources, it was cross-matched with an integrated mini-unit on pollution/the environment to create a unit "enhanced" by related thematic material available free to teachers. Appended materials include the teacher questionnaire; a sample research/reference card; a resource directory card; a comprehensive listing of free classroom resources by subject matter; the integrated mini-unit plan on pollution/environment; tips for an organized, successful search; and 9 figures displaying the survey findings. (Contains 32 references.) (Author/ALF)

ED348932

Author: *Rhem,-James, Ed.*
Title: ***The National Teaching & Learning Forum, Volume 1, 1991-92.***
Source: *ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.; Rhem (James) & Associates, Inc., Washington, DC.*
Publication Year: *1992*
Notes: *74 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: Volume One of this 12 page newsletter includes six issues. Typical features include: a lead article; Research Watch; ERIC Tracks; Case Studies; Case Study Responses; Curriculum; Teaching Assistants (TA) Forum; and Profile (personal and Programmatic). Major articles included in volume one are: "Faculty and Students: Different Ways of Understanding" (John Stephens Crawford); "Cognitive Apprenticeship: Teaching Inside •Out" (Allan Collins et al.); "Time Travel: Personalizing the Eighteenth Century through a Personal Computer"; "ERIC Tracks: Learning Styles: Theory and Practice" (Judi Conrad); "Handbooks for TAs: An Overview and Some Suggestions for Using and Improving Them" (Mary Bort); "The Courage to Teach" (Parker J. Palmer); "Scholarly Teaching: From Image to Pitfalls" (Chris Nash); "Effective Teaching for Dyslexics (and Everyone Else)"; "Forming a Center for Teachers"; "Cognitive Apprenticeship II: Modeling Metacognition"; "Visual Literacy"; "An Anatomy of Boredom" (George E. Savage); "Laying the Groundwork for Class Discussions" (Forest Hansen); "ERIC Tracks: Cooperative Learning: Theory and Practice" (Karl Smith and Judi Conrad); "Sitting in on AAHE's (American Association of Higher Education) Forum on Exemplary Teaching"; "The Enriched Syllabus: To Convey a Larger Vision" (Howard Gabennesch); "Thinking All Over the Brain"; "A Paradigm Shift in Instructional Development?" "The Library and the Classroom: Old Neighbors--New Friends"; "Diversity and Learning Theory"; "Tests: Scratching for Grades"; "ERIC Tracks: Multicultural Education: Theory and Practice" (Judi Conrad); "Case Studies: The Case of the Miss Spellings (?)" (Kay Herr); "Case Study Responses" (Timothy Riordan and Kim Landon); "Classroom Assessment/Classroom Research: Four Years Into a Hands-On Movement"; "Research Watch: The Learning Cycle: Has Its Time Come Again?"; "Steps in the Learning Cycle"; "How to Improve Teaching with Learning-Centered Evaluation" (William Cerbin); "Programs: "Who's Teaching the Teachers?"; and Viewpoint: "Reflections on The Teaching Art" (William Vitek). (DB)

ED348693

Author: *Keessen,-Jan; White,-Marjorie-Ann*
Title: ***Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC--An Answer to Multicultural Diversity."***
Publication Year: *1991*
Notes: *8 p.; Papers presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992) and the Annual Minority Student Today Conference (San Antonio, TX, October 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Two papers presented at two different conferences and both discussing issues related to writing across the curriculum, are presented in this document. The first paper, "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," (Jan Keessen), presented at the 1992 "four C's" conference, discusses the need to gather

data on problems in students' written communication encountered by professors in many disciplines, and then to create interdisciplinary guidelines for more effective teaching of writing. The second paper, "WAC--An Answer to Multicultural Diversity," (Marjorie Ann White), presented at the 1991 Minority Student Today conference, points out the utility of writing across the curriculum in the chemistry classroom, and offers several practical writing ideas. (SR)

ED348644

Author: *Buttram,-Joan-L.; And-Others*
Title: ***Evaluation of Heartwood Program.***
Source: *Research for Better Schools, Inc., Philadelphia, Pa.*
Publication Year: *1992*
Notes: *10 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This study examined and assessed teachers' and students' use of and reactions to the Heartwood Program, a multicultural, literature-based curriculum designed to promote elementary students' ethical understanding of courage, loyalty, justice, respect, hope, honesty, and love. The Pennsylvania Department of Education Division of Federal Programs (Chapter 1) supported a field test and evaluation of the Heartwood Program in 16 school districts across the state. In 15 of the districts, typically a Chapter 1 pull-out teacher was selected to participate in the field test; in the remaining district, the program was offered to all teachers in an elementary school. Information on teacher training, program materials, classroom use of the program, and program outcomes was collected. Results indicated that: (1) almost all teachers emphasized the importance and need for this type of program in their schools; (2) the program was teacher-friendly; (3) program materials should be reviewed to strengthen the sequencing of stories and activities, the coverage and portrayal of some minority cultures, and the level of difficulty of story lines for primary grade students; and (4) the appropriate placement of the program in a school's instructional program needs additional thought. (A list of interview questions is attached.) (RS)

ED348340

Author: *Kiernan,-Henry*
Title: ***Teaching Civic Identity and Civic Writing in the Information Age.***
Publication Year: *[1990]*
Notes: *14 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Given the increasingly multi-ethnic school population and the lack of democratic political traditions in many students' cultural backgrounds, new ways to educate for citizenship are essential. The paper recommends developing multidisciplinary approaches to teaching civic identity and civic writing. It describes how a New Jersey school district introduced civic writing activities directly linked to local history and community issues, combining public and individual experiences with high school student commitment. The planning team agreed that the English, social studies, and science departments would work cooperatively to assess student research writing. They considered: topics that would address ways to build a sense of community within the student body; ways to develop participatory and responsible civic behavior; and methods of teaching skills, values, and attitudes to prepare students for the future. The multidisciplinary themes they chose were environmental issues, local history, and multicultural studies and global issues. Besides completing question-driven research projects, students were encouraged to participate in local community service projects. The article offers nine recommendations to help transform the current research process that relies on thesis writing into a viable question-driven design. It suggests that combining academic discourse with community service provides the social and political glue to enhance students' personal development with civic responsibility. (SM)

ED348201

Author: *Grant,-Agnes; Gillespie,-LaVina*
Title: ***Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.***
Source: *ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.*
Publication Year: *1992*
Notes: *3 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Literature is a powerful vehicle for the transmission and interpretation of culture. Reading a variety of literature helps students to understand the principles underpinning values and traditions of their own culture and the cultures of others. Studying the myths, legends, and songs of traditional Native literature helps readers understand contemporary Native literature and appreciate its differences from the mainstream. However, the accepted canons of literature exclude works by American Indians and Alaska Natives. Furthermore, the few literary works about Native Americans that have secured a place in the secondary school curriculum were written by non-Natives, are unauthentic, portray cultural information inaccurately, and perpetuate negative

stereotypes. Over the centuries, the stereotypical Native American in literature has shifted from simple, superstitious child of God to blood-thirsty savage to noble savage to victimized dispossessed nomad. Non-Native writers today continue to portray Native people as the "other" when they acknowledge their existence at all. It is only by creating and widely circulating their own literature that Native peoples can become a part of the American "ourness" and take their rightful place in the American literary canon. It is time for secondary schools to introduce their students to the growing body of Native literature. This digest contains 17 references and suggested readings for secondary students. (SV)

ED348200
Author: *Escamilla,-Kathy*
Title: ***Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.***
Source: *ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.*
Publication Year: *1992*
Notes: *3 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This digest discusses the integration of Mexican-American history and culture into social studies curriculum. Teaching Mexican-American history and culture is a means of improving educational attainment among Mexican-Americans, of developing "ethnic literacy" among all students, and helping them understand their uniqueness while improving their self-esteem. It is important to select texts and other curriculum materials that accurately and realistically represent the Mexican-American experience. Many such classroom materials present information that is of superficial value or that portrays Mexican-Americans in unrealistic "hero" or "victim" roles. Aside from good curriculum materials, it is recommended that teachers and other educators have effective preservice and inservice training for teaching Mexican-American history and culture. Also important is a favorable school environment, fostered by extracurricular activities and other cultural events reflecting values of ethnic diversity. In conclusion, integrating Mexican-American history and culture into social studies is an important goal that requires effective staff development, a healthy school environment, and accurate materials that represent the diversity of the Mexican-American experience. This digest includes an examplar bibliography. (TES)

ED348196
Author: *Oliver,-Jenny-Penney; Howley,-Craig*
Title: ***Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.***
Source: *ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.*
Publication Year: *1992*
Notes: *3 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This digest reviews the concepts of "culture" and "multicultural education" and advocates multicultural education for rural schools. Culture applies to any group with coherent norms and traditions that help members engage the world around them. Multicultural education seeks to create an environment in which students can understand, respect, and ultimately value cultural diversity. Multicultural education in rural schools merits attention for several reasons, including the changing character of rural life and educational needs and the increasing ethnic and cultural diversity of American society. Three considerations bear on making multicultural education work in rural schools: (1) to reduce cultural isolation and to gain a multicultural perspective, students should first learn about their own culture in order for them to understand and respect other cultures; (2) school practices to address cultural diversity are varied, but attention to the following areas are critical for success--mission, staffing, curriculum and instruction, home and community linkages, extracurricular activities, and student characteristics; and (3) evidence exists that multicultural education is important in making schooling more relevant, decreasing racial stereotyping, and increasing the self-confidence of ethnic minority students. Multicultural education can help individuals and communities value and preserve their own cultural uniqueness and can also serve the same function more generally so that the American multiculutural society values and preserves itself. (LP)

ED348157
Author: *York,-Stacey*
Title: ***Developing Roots & Wings: A Trainer's Guide to Affirming Culture in Early Childhood Programs.***
Publication Year: *1992*
Notes: *207 p.*
EDRS Price - *MF01/PC09 Plus Postage.*

ABSTRACT: This trainer's guide describes a workshop that helps teachers implement the multicultural curriculum described in a companion text "Roots & Wings: Affirming Culture in Early Childhood Programs." Introductory sections of the guide discuss the importance of multicultural education, the use of an active learning approach in training teachers to implement multicultural education, and

the role of the teacher trainer in a multicultural education workshop. The bulk of the guide outlines the 11 workshop sessions. Sessions cover: (1) introductory material; (2) a definition of multicultural education; (3) teachers' racial awareness; (4) actions to take and avoid in the implementation of a multicultural curriculum; (5) classrooms that support cultural diversity; (6) development of a multicultural curriculum; (7) activities for teaching multicultural awareness; (8) the holidays and celebrations of people of various cultures and ethnicities; (9) children's perspectives of race; (10) culturally responsive child care; and (11) discussions with children on the topic of cultural differences. Workshop sessions typically follow a format of presentation of a problem and its social context; critical reflection; practical application; journal writing; the use of affirmative statements relating to the problem; and additional activities. A total of 47 handouts are included throughout the individual lessons. A 42-item bibliography is appended. (BC)

ED347606

Author: *Sperrazza,-Susan-S.*
Title: ***Increasing Global Awareness in the First Grade Classroom by Advocating the Awareness of Self and the Cultural Differences of Others.***
Publication Year: *1992*
Notes: *60 p.; Ed.D. Practicum, Nova University.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: A practicum aimed to increase global awareness in the first grade classroom. The problem was that the students were very "Americanized," predominantly white, and rarely exposed to other cultures. Therefore, the students could not recognize commonalities among people and could not understand the cultural differences in others. The major goal was to increase global awareness in all five first grade classrooms by advocating the similarities of self and the cultural differences of others using a thematic, integrated approach. Language-experience charts, portfolios, charts, and student journals were used during the implementation phase to document student growth. The results of the practicum were very positive. All four objectives were successfully reached and surpassed the original expectations. The outcome of the project was demonstrated through improved student attitudes, new friendships, and positive behaviors toward other students and among the five first grade teachers. The students are now more aware of their own needs, and the similarities and differences of others. (Three appendixes--teacher interview questions and personal observation/sample statements--and 17 references are attached.) (Author/PRA)

ED347503

Author: *Koebler,-Saundra, Comp.; And-Others*
Title: ***Literacy through Literature. Proceedings of the Annual Conference and Course on Literacy (38th, Pittsburgh, Pennsylvania, June 1991).***
Source: *Pittsburgh Univ., Pa. School of Education.*
Publication Year: *1991*
Notes: *102 p.; For the 1990 proceedings, see ED 329 900.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: This conference proceedings is the result of a week-long conference and course focusing on the use of literature programs in the development of literacy skills and the attainment of broader educational outcomes. The proceedings includes speeches by keynote speakers, session presentations, graduate student papers, and middle school student papers. Keynote papers are: "Acting Meaning: The Play of Reading" (Shirley Brice Heath and Shelby Anne Wolf); "Remembering Pennsylvania" (Lois Lowry); "Families and Literacy: Building Social and Cultural Continuity" (Vivian L. Gadsden); "The Secret of the Lifetime Reader or the Clue in the Classroom" (Elizabeth Segel); and "The Secret of the Life-Long Reader or the Clue in the Classroom" (Margaret Mary Kimmel). Session presentations are: "Helping Parents and Teachers Develop Positive Dispositions toward Reading in Preschool Children" (Donna DiPrima Bickel); "Rights without Labels: A Mainstreaming Project" (Nicolette Armstrong and others); "Literacy through Experimental Verse: Selected Works of e. e. Cummings" (Albert C. Labriola); "Enriching Early Literacy with Long-Term Projects" (Jeanette Allison Hartman); "The Heartwood Project: An Ethics Curriculum for Children" (Eleanor Gettleman and others); "Liberty, Learning, and Literacy: Promoting Higher Order Thinking in the Social Studies Classroom" (Caryn M. King and William E. McDonald); "Teaching after the Summer Institute: Where I've Been and Where I'm Going" (Mimi Botkin); "Reaching back, Moving Forward: An Intergenerational Approach to Literacy and Literature" (George R. Skornickel, Jr.); "Promoting Literacy through Bibliotherapy" (Lelia Allen); "The Ethnic Mosaic: Multicultural Books for All Our Children" (Joan Brest Friedberg); and "Writing Workshops for Children" (Karen Waggoner). The three graduate student papers are: "Whole Language Makes Learning Fun, Even in High School" (Shandel Gilbert); "Ownership" (Marion E. Gosson); and "World War II: Through the Eyes of Literature" (Elizabeth Tihey Harbist and Edith P. Jones). The five middle school papers, briefly introduced by Patricia Thomas, are: "Being Black In America" (Sahara Bey); "Untitled" (Edward Caldwell); "When I Grow Up" (Brandy Fleming); "My Scariest Experience" (Maurice Harvey); and "Untitled" (Erica Hatcher). (RS)

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ED347494
Author: *England,-Joan-T.*
Title: ***Pluralism and Education: Its Meaning and Method. ERIC Digest.***
Source: *ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.*
Publication Year: *1992*
Notes: 3 p.
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Pluralism can be defined as a society in which members of diverse ethnic, racial, religious, and social groups maintain participation in and development of their traditions and special interests while cooperatively working toward the interdependence needed for a nation's unity. Pluralism is being practiced, taught, and expanded in community, preschool, elementary, high school, and college campus programs. (ABL)

ED347126
Author: *Duhon-Sells,-Rose*
Title: ***Multicultural Education Is Essential for the Academic Success of Schools in the 21st Century.***
Publication Year: *1991*
Notes: *12 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: A multicultural thrust should be the key element in restructuring American education in preparation for the 21st century. Demographic trends indicate that European Americans will be outnumbered by other racial and ethnic groups in the next century. Consequently, new educational techniques and content need to be developed and infused into school curriculums to ensure that children from diverse racial, ethnic, and cultural backgrounds receive an equal and adequate education that prepares them to take a productive and meaningful place in the 21st century. The National Education Goals are an attempt to address the need for major improvements in how children are educated. However, the National Goals do not adequately address the issues of equity that affect whether academic success is assured for all students. Among a more ideal set of national goals for education that is multicultural and equitable are the following components: (1) children will start school with a positive sense of self based on living in decent housing and having received adequate attention to their health care and other physical needs; (2) the high school graduation rate will increase to 90 percent; and (3) racism will be eliminated from American classrooms, and school curriculums will project all people of all cultures in a positive vein. (IAH)

ED346545
Author: *Randall,-Ruth-E.; And-Others*
Title: ***Interface between Global Education and Multicultural Education.***
Publication Year: *1991*
Notes: *54 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: Today global education and multicultural education are vital as all countries in the world face complex issues in economic, political, and social interdependence. This paper examines the interface between global education and multicultural education as a potential answer of how to prepare students for effective participation in a culturally diverse society within the context of a interdependent world. This interface is explored through anthropological, historical, economic, and geographical perspectives, with attention to junctures and disjunctures between the two approaches. The anthropological perspective particularly offers strength to both multicultural and global education because it emphasizes holistic study of people and cultures, comparative study, and cross-cultural approaches and methods. Both multicultural and global education value multidisciplinary approaches and increased understanding of tolerance and diversity. Educators at all levels involved in both teaching and learning must have appropriate knowledge bases, instructional approaches, and assessment strategies grounded in both multicultural and global education. (69 references) (RR)

ED346517
Author: *Metzger,-Janet-G.; And-Others*
Title: ***Just Say Coyote: The Use of (Ethnic) Narrative in Drug Abuse Prevention.***
Publication Year: *1992*
Notes: *26 p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This paper investigates the role of storytelling and other live performances in changing young people's attitudes toward drugs. In particular, it describes a program in Lubbock, Texas which brings anti-drug performances to classrooms and uses narrative forms derived from the folk culture of the audience (Anglo, Spanish, Hispanic, and Navajo). The paper describes a typical session for each type of training the program offers (drug education and multicultural drug education). It then analyzes the sessions in terms of health care issues: cultural

conceptions of health, perceptions and beliefs about health concerns, and culturally appropriate strategies for preventive health. It is suggested that these narratives can create viable alternative frames of reference that can redirect behaviors when participants sense themselves acting heroically and when this heroic action is linked to traditional community values and themes. It is observed that even though it is difficult to describe exactly how, compelling reasons for saying "yes" to health and "no" to drugs are evoked and that performances of drug abuse refusal skills affirm the potency of myth and narrative in the form of new stories that are healing rather than destructive. Twenty-five references are attached. (SG)

ED346486

Author: *Stotsky,-Sandra*
Title: ***Academic Criteria for Conceptualizing Multiethnic and Multicultural Literature Programs in American Schools.***
Publication Year: *1992*
Notes: *20 p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The major purposes of multiethnic and multicultural literature programs in United States' schools are to develop students' knowledge of and respect for the religious, racial, and ethnic diversity of U.S. citizens; and to enhance students' familiarity with and appreciation of the literary traditions of other peoples of the world. The selection of literary texts for programs designed to introduce American students to other ethnic groups, cultures, or peoples should reflect the principles of inclusiveness and avoidance of stereotype formation. Such goals can be achieved through techniques such as offering works by or about members of other ethnic groups, showing how indigenous cultures differed in relating to their neighbors and environments, featuring varied aspects of the immigrant experience, etc. In integrating multicultural and multiethnic literature into the curriculum, it is necessary to ask at the local level: (1) who decides what ethnic groups and cultures to present? (2) what criteria should determine what should be eliminated? (3) what local considerations should be kept in mind? and (4) how can the civic mission of the schools be achieved? It is important to keep in mind, however, that in selecting particular works, others are automatically excluded. It may be useful to have communities decide through the political process whether they support a multiethnic literature course or a curricular strand distinct from mainstream literature. (One appendix containing a sampling of works about the American ethnic experience and a list of 22 references are attached.) (SG)

ED346454

Title: ***Breakthrough: A Multi-Cultural Guide to High School Journalism.***
Source: *Iowa Univ., Iowa City. School of Journalism.; Youth Communication, Washington, DC.*
Publication Year: *[1992]*
Notes: *52 p.; Some photographs and color graphics may not reproduce clearly.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: The result of a symposium that brought together high school and university journalism teachers and professional journalists to examine multicultural issues and high school journalism, this lavishly illustrated guide presents ideas, inductive exercises, and models that have worked in classrooms and workshops across the United States. The guide focuses on strategies for recruiting, training, and retaining students from diverse ethnic and cultural backgrounds, with the goal of creating opportunities for greater minority participation in scholastic journalism and encouraging minority students to pursue careers in journalism. The guide also includes methods of stressing plurality within the journalism classroom, curriculum, and publication content–noting that students who can see themselves reflected in the publication can see themselves on the publication staff. The guide's four sections are: (1) Recruiting Strategies; (2) Training Strategies; (3) Retaining Strategies; and (4) Breaking Through. (SR)

ED346200

Author: *Gottfredson,-Gary-D.; And-Others*
Title: ***Meeting the Challenges of Multicultural Education: A Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.***
Source: *Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.*
Publication Year: *1992*
Notes: *126 p.*
EDRS Price - *MF01/PC06 Plus Postage.*

ABSTRACT: This report presents an evaluation of the Multicultural Education Demonstration Program in Pittsburgh (Pennsylvania), an effort to address racial and ethnic diversity in a middle school. The report covers the implementation of the program since its inception in May 1989 through the beginning of the 1991-92 school year. It describes the program's status and the status of six challenges it addresses: (1) respect and understanding for

all groups; (2) community confidence in the school; (3) ownership of the multicultural ideal among staff, students, parents, and the community; (4) student psychosocial development; (5) enhanced student career and educational aspirations; and (6) improvement in the academic achievement of all groups. Section I provides background in the multicultural education movement and then presents the aims of the program. Section II describes the current status of the program's six challenges and presents data on implementation of the program and on challenges that the program faces. It includes information from the perspective of students, staff, and parents who are participants in the model program. Section III describes current levels of program implementation and the implications of development to date for meeting the six challenges and for replication of the multicultural program in other schools. Appended are two study questionnaires and a comment form. (JB)

ED346182

Title: ***Crossing the Bridge to Equality and Excellence: A Vision of Quality and Integrated Education for Connecticut.***
Source: *Connecticut Governor's Commission on Quality and Integrated Education, Hartford.*
Publication Year: *1990*
Notes: *68 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This report is the product of 17 months of research, consultation, and discussions; and it presents the views of the Connecticut Governor's Commission on Quality and Integrated Education. Connecticut has long acknowledged an affirmative responsibility to desegregate the public schools and guarantee educational quality for all students. The Commission found that the goal of "quality and intergrated education" currently is blocked by increasing racial isolation (i.e., the majority of Connecticut's students remain isolated from daily educational contact with students of other races and ethnic groups). Following its research into the dimensions of racial isolation in education in Connecticut and nationally, the Commission developed the following six findings: (1) educational opportunity cannot be addressed in isolation and public policy should be linked in the cooperative enterprise of removing barriers to achievement and of promoting the common ground that strengthens all in society; (2) a quality education requires an integrated student body and faculty and a curriculum reflecting the heritage of many cultures; (3) every student can learn at high levels from a quality and integrated education; (4) a need exists for communities to appreciate and support public education, and for families and the community to involve themselves in the education of Connecticut's youth; (5) every educator must be trained to teach a diverse student population and use a curriculum that incorporates and honors diverse cultural and racial heritages; and (6) Connecticut needs to attract and employ minority educators. For each finding, the Commission established a goal, indicators of success, and recommendations for achieving the goal. The report discusses each finding separately. Appendix A reports on commission activities from September 20, 1989, through December 31, 1990. Appendix B summarizes a public opinion survey of 750 citizens. Appendix C presents a 38-item list of sources. (SLD)

ED346096

Author: *Davidson,-Ann-Locke*
Title: ***Border Curricula and the Construction of Identity: Implications for Multicultural Theorists.***
Source: *Center for Research on the Context of Secondary School Teaching.*
Publication Year: *1992*
Notes: *39 p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The question of what constitutes a multicultural curriculum was addressed by examining the experiences of three Latina students, each attending a different urban high school, who were followed through freshman and sophomore years. Two questions guided the inquiry: (1) where is curriculum relevant to ethnicity? and (2) how do students evaluate and respond to ethically relevant curriculum when it is encountered. The emphasis was on students' perceptions and evaluation of three potential sources of ethnically relevant curricula--the explicit (encountered in texts and assignments) and the hidden. The hidden curriculum includes the "relational" (lessons learned about intercultural communication from relationships with peers and teachers) and the "differentiating" (lessons about finding a place in the social structure learned through observations of teacher expectations and students' educational choices). Data were gathered based on interviews; school and classroom observations; student records; students' conceptions of their ethnicity; and family and peer relationships. Findings suggest that only in environments where youth can openly display their ethnicity does curriculum foster an appreciation of diversity; only in environments where disenfranchised youth are enabled to empower themselves do youth have the opportunity to acquire the skills

necessary to take effective action against oppression and inequality. (LL)

ED346066

Author: *Hollingsworth,-Sandra; And-Others*
Title: ***By Chart and Chance and Passion: Two Women's Stories of Learning To Teach Literacy in Urban Settings through Relational Knowing.***
Source: *Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.*
Publication Year: *1992*
Notes: *59 p.; Examples of students' work in appendix are handwritten and may not reproduce well.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This paper is a narrative drawn from a 6-year study of two female elementary school teachers as they are learning to teach literacy. The teachers were part of a larger longitudinal investigation on learning to teach which began with their preservice teacher programs at a research university on the west coast. This report summarizes data collected in both classrooms during a fifth year study. The stories which emerge from the data suggest that program emphasis--a cognitive understanding of both popular and research-based approaches to literacy instruction--was insufficient for teaching multi-ethnic children in urban classrooms. Rather, teachers' relational knowing stands out in the narrative. Factors which supported these teachers' knowing through relationship included opportunities for ongoing conversation while learning to teach, a passionate belief in themselves and their children as knowledge creators and evaluators, a willingness to create eclectic approaches to literacy characterized by relational integrity, and a propensity to look critically at both their children and themselves in relationship to evaluate the results. Several examples of children's work are appended. (Author)

ED346022

Author: *Vincent,-Nelson-C.*
Title: ***The Philosophy and Politics of Multicultural Education and Anti-Racist Education: An Analysis of Current Literature.***
Publication Year: *1992*
Notes: *39 p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (Orlando, FL, February 1992).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: Multicultural education emerged as a curriculum and pedagogical movement in the late 1960s but it has yet to be clearly understood. Several distinct approaches to multicultural education constitute a range of curricular, pedagogical, and social justice perspectives each with significantly different political, social, and economic goals. A healthy discourse between theorist and practioner is necessary for the continued growth of the field. Anti-racist education is a parallel approach that focuses on the issues of social justice and inequality. Anti-racist theorists argue that multicultural approaches to schooling have focused on the curriculum and the classroom at the expense of examining the wider social, political, and economic influences on inequality and racism, and that multiculturalists misunderstand the causes of social inequality when they understand it exclusively in terms of culture. At present, however, there is a very limited amount of research available on functioning multicultural programs and their outcomes. It is clear that multicultural education and anti-racist education are firmly connected in their commitment to work for reform, equity, and justice. It is time for multiculturalists to respond to the concerns of anti-racist educators. An alliance between both groups is essential to the continuing growth of the field. (KM)

ED346002

Author: *Stotsky,-Sandra*
Title: ***Restoring Quality History Teaching and Civic Education in Brookline: The Educational Context for the Recent Parent Movement.***
Publication Year: *1991*
Notes: *13 p.; Paper presented at the U.S. Department of Education Conference on Improving the Teaching of History and Civic Education (Washington, DC, October 9, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Brookline High School in the suburban Boston, Massachusetts area has been long recognized as having a reputation for academic excellence; its social studies department, for example, has been highly praised for the diverse range of courses it has offered. This paper recounts what happened to Brookline High school's social studies department in the 1980s when a series of events undermined the quality and integrity of the social studies curriculum. In the early 1980s, a number of educators at Brookline High began to take steps to revise the social studies curriculum. This revision, culminating in the elimination of the Advanced Placement European History course from the curriculum and done in the name of multiculturalism, in fact stemmed from an anti-Western orientation. The paper describes efforts made by a group of concerned citizens and parents to reinstate the A.P. European History course and to give a new direction to the social studies curriculum. (DB)

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ED345920
Author: *Satz,-Ronald-N.; And-Others*
Title: ***Chippewa Treaty Rights. Classroom Activities. Bulletin No. 92150.***
Source: *Wisconsin State Dept. of Public Instruction, Madison.*
Publication Year: *1991*
Notes: *228 p.*
EDRS Price - *MF01/PC10 Plus Postage.*

ABSTRACT: In 1989 Wisconsin legislation mandated the integration of American Indian history, culture, and tribal sovereignty into the K-12 social studies curriculum as a component of multicultural education. This document assists teachers to fulfill that mandate, as well as to meet statutory requirements of instruction on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish, and gather. This guide is divided into self-contained teaching sections: elementary, middle school, and high school. Each section contains nine specific activities. The elementary level builds concepts and competencies for the middle school level, which does the same for the high school level. Each section: (1) presents a brief overview of the Chippewa (Anishinabe) culture, political structure, and relationship to the environment; (2) discusses the nature of the federal-Indian relationship through the treaty-making era; (3) examines the reservations established for Wisconsin's Chippewas in the mid-19th century; (4) discusses infringements on Chippewa treaty rights and acculturation efforts during the late 19th and into the 20th century; (5) outlines federal court decisions upholding reserved rights; and (6) examines the roles played by the six Chippewa bands and the state in protecting northern Wisconsin's natural resources. Each activity contains necessary background information, objectives, concepts, "fundamentals" (chiefly references to primary sources), and procedures. The 35 fundamentals are the basic elemental materials for the activities. These materials have been carefully transcribed from original documents and include letters, drawings and photographs, charts and figures, texts of treaties, and records of court litigation. Also included are a glossary and a selected bibliography of 87 entries. (SV)

ED345898
Author: *Morse,-John-B.*
Title: ***The Historical Development of a Curriculum for Teaching Multicultural Studies in a Senior High School.***
Source: *Omaha Public Schools, Nebr.*
Publication Year: *[1991]*
Notes: *43 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This document consists of a paper and related booklet describing the development of a multicultural studies program in Omaha (Nebraska) high schools. A high school teacher describes how he came to develop Omaha's multicultural education program. In the early 1960s, the realization that history textbooks contained little of the Black experience, coupled with a 35% Black enrollment in his school, led him to incorporate Black history into his American history course and to develop a separate African American history course. Ethnic studies and Chicano studies courses were added by the late 1970s. A 1982 needs assessment showing poor self-image among American Indian students and misconceptions about Indians among non-Indian students led to the development of an American Indian studies course. This process was supported by a committee of Indian parents and students. Recently the school added an Asian American studies course, which aims to improve student understanding of the history and culture of Pacific Rim countries. The booklet contains: (1) procedures for a high school teacher to develop a multicultural curriculum; (2) lists of concepts or topics covered in Benson High School's courses in introductory multicultural studies, African American history, and Hispanic American studies; (3) brief descriptions of the objectives and modules of courses in American Indian studies and Asian American studies; (4) examples of activities and teaching methods; and (5) a list of Asian American studies resources. Not included here are a "module book" and a "study guide" of 276 pages. (SV)

ED345865
Author: *Vold,-Edwina-Battle, Ed.*
Title: ***Multicultural Education in Early Childhood Classrooms. NEA Early Childhood Education Series.***
Source: *National Education Association, Washington, D.C.*
Publication Year: *1992*
Notes: *80 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This monograph is intended to provide a rationale for multicultural education and to serve as a manual for teachers. It includes activities and strategies for teaching preschool and primary-age children from a multicultural perspective. The document is organized into six chapters, four of which include sample lessons. Chapter 1 provides the basis for inquiry into what a multicultural curriculum is and the way in which it responds to the needs of a population of increasing cultural diversity. Chapter 2

offers a rationale for the present social studies structure in the primary grades and discusses ways to modify lessons within that structure to embody a multicultural perspective. A historical picture of changing perspectives in science and mathematics in early childhood education is provided in Chapter 3. This chapter describes ways to help all children succeed in science and mathematics through the use of a multicultural perspective. Chapter 4 focuses on teacher characteristics that enhance the teaching of a curriculum with a multicultural perspective. In Chapter 5, discussion concerns the ways in which play supports the goals of multicultural education. Chapter 6 extends the process of creating a multicultural climate to aspects of the classroom that do not fall within the established subject areas. A list of 86 references, a list of 20 children's books, and a list of teacher resources are provided. (GLR)

ED345415
Author: *Glimps,-Blanche-Eloise-Jackson; Ashton,-Beverely-C.*
Title: ***Learning about Minority Cultures and Improving Reading Skills through the Use of Good Literature.***
Publication Year: *1992*
Notes: *10 p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper describes the development and implementation of a culture-based literature program to improve the reading skills and understanding of minority cultures in students with mild disabilities. Steps in developing such a whole language approach program include: (1) identifying the cultural groups to be studied; (2) choosing both fiction and non-fiction books which reflect the groups in a realistic manner; (3) self education by the teacher on the cultures of the groups to be studied; (4) and application of appropriate reading activities involving assessing students' prior knowledge, guiding student reading, and evaluating attitude changes. (Seven references) (DB)

ED345330
Author: *Lanke,-Barbara-A.; And-Others*
Title: ***The Ethics Crisis--Is It the School's Responsibility?***
Publication Year: *1991*
Notes: *29 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: A groundswell of interest in values education is calling educators to return to the direct and indirect teaching of positive values. Prompted by scandals in the public domain and breakdown in families, character education is gaining ground in public education. Adhering to the "bag of values" approach to moral education and drawing upon the cognitive-developmental approach to moral education, a model using metaphorical tools has been developed and field tested. This model, the Heartwood Program (pilot tested in Pittsburgh), uses folk literature and hero stories representative of countries from around the world (tales that illustrate the attractiveness and validity of ethical virtuous choices). The stories address human problems with solutions based on ethical judgments that touch the head and the heart. Seven attributes were identified: courage, loyalty, justice, respect, honesty, hope, and love. These attributes were then used as the focus of program activities that incorporated literature from around the world. The field testing and subsequent evaluation of the project by superintendents and elementary curriculum coordinators yielded qualitative and quantitative data that are summarized in a results section. Included in the appendices are questionnaire and data sheet results, a Heartwood design flowchart, and a summary of evaluation results. (RR)

ED345309
Author: *Ostermeier,-Terry-H.*
Title: ***The Intercultural Interview: An Experience in Intercultural Listening.***
Publication Year: *1992*
Notes: *15 p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: An experiential student project in an intercultural communication course promotes active cross cultural understanding through an intercultural interview with listening as a primary focus. Students in this senior-level course may choose to conduct an intercultural interview as a field study project, meeting for two or more separate interview sessions with someone from a foreign country or from an American cultural group other than Caucasian. In the interviews, information is sought regarding the interviewee's culture and communication in that culture, and the interviewer assesses the impact of observed nonverbal factors (facial expressions, eye behavior, use of space, hand gestures, and voice) on the listening process. Students present short oral presentations in the final weeks of the semester, highlighting major findings pertaining to the culture and communication, and presenting a discussion and analysis of the impact of nonverbal behaviors on the process of listening in the

interview. Since 1990-91, one out of three students enrolled has conducted intercultural interviews, interviewing students representing 32 different cultures. Feedback from students engaging in the interviews appears to be overwhelmingly positive. Several statements from students demonstrate that interviewers perceived they: (1) gained more insight into a culture through the person-to-person interview experience than through library or even class materials; (2) reduced prejudices and inaccurate views of differences between cultures; (3) developed personal friendships with someone from another culture; and (4) achieved a greater appreciation of listening skills and of the need to examine and adapt one's listening skills in intercultural interactions. (SR)

ED345229

Author: *Swilky,-Jody*
Title: ***Resisting Difference: Student Response in a Multicultural Writing Classroom.***
Publication Year: *1992*
Notes: *14 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: In the past few years, a number of theorists who advocate the study of difference have been debating the purposes and priorities of this approach to educational practice. Investigating values and ethics, particularly issues of race, gender and class, should do more than encourage students to deconstruct dominant ideologies. Tensions inherent in teacher-student dialogue complicate any attempts to promote cultural critique or to effect ideological transformation. Teachers must understand how students resist transformation, and thus how to respond to student resistance. A freshman writing course was designed that asked students to read and write about difference, specifically multicultural perspectives on identity. Students, rather than displaying a resistance to dominant ideologies, tended to see mainstream values and beliefs reflected in the readings. This phenomenon was most evident with regard to the responses to Michelle Cliff's writings. Students chose to ignore the representation of a fragmented self in Cliff's "A Journey into Speech," instead finding a unified world-traveler, one with whom they could identify. Surprisingly, the texts verified what the students already believed, instead of raising doubts, as several student excerpts demonstrate. Students must be provided with critical alternatives to the dominant ideologies, and it may be a good strategy to have students investigate their own resistance to ideological change. By aiming to promote resistance and ideological transformation, the study of difference asks students to participate in the social struggle over meaning. (HB)

ED345199

Author: *Opitz,-Michael-F.*
Title: ***The Cut-Apart: A Strategy That Enables Children To Construct Meaning as Readers of Multiculutural Literature [and] Bibliographies of Multicultural Books.***
Publication Year: *1992*
Notes: *6 p.; Paper presented at the Annual Meeting of the International Reading Association (37th, Orlando, FL, May 3-7, 1992).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This concise document is in two parts. The first part discusses the "cut-apart" (a story that has been cut apart in enough sections so that every person in the class has a part to read), dealing with reasons for using cut-aparts, guidelines for their construction, when to use them, and ways to use them. The second part is a 15-item listing of bibliographies of multicultural books. (SR)

ED344857

Author: *Santo,-Beverly*
Title: ***Bicultural Education among Indian Americans.***
Publication Year: *1990*
Notes: *9 p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, WI, November 9-11, 1990); see SP 033 711.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: For many people in the United States it is necessary and valuable to learn to live biculturally. This is specifically true of Native Americans, because they are one large group of peoples who desire to maintain their own identity, values, and cultural norms rather than be assimilated into the melting pot of America. In order to understand the complexity of bicultural education as seen from the perspective of American Indians, it is necessary to look at how education in America works and does not work for Indian students. This paper reviews the cultural differences between Indians and non-Indians, presents a brief summary of the history and political interaction between the Indian and non-Indian worlds, and reports on the development of various approaches to and trends in Indian education. It examines the Indian world view, spiritual views, sociological world view, economic system, and political world view. A discussion of Indian education

explains the relationship of the Bureau of Indian Affairs with Indian peoples. Current trends in Indian education indicate that educators are demonstrating an increased awareness of the needs of children from other cultures. There are many programs designed specifically to educate Indian adults to become teachers of their own children. The paper concludes with a case study of a successful Indian teacher education program on the Navajo reservation in Arizona. (SM)

ED344835
Title: ***Michigan Global/International Education Guidelines.***
Source: *Michigan State Dept. of Education, Lansing.*
Publication Year: *1990*
Notes: *34 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This document is designed to provide Michigan school districts with suggestions on how to develop and enhance educational programs to meet the needs of students in an interrelated world. Beyond presenting a definition of global/international education and accompanying concerns, the paper suggests resources and procedures for fostering programs that reflect global/international matters--sociological, technological, environmental, economic, and political. The suggestions are directed at educators concerned with all phases of the curriculum, including social studies, arts education, foreign language, language arts, and science. The guide has four main sections: (1) Definition; (2) Goals; (3) Implementation; and (4) Self-Assessment. Three appendices provide: (1) sugested topics for study; (2) examples of global/international themes for various grade levels; and (3) goals of global/multilingual/multicultural education. A 13-item bibliography is included. (DB)

ED344832
Author: *Powell,-Frances-J.*
Title: ***African Centered Education: What Is It and Why Do We Need It?***
Publication Year: *[1991]*
Notes: *12 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: An African centered curriculum has two parts. It is both a process that centers around the cultural heritage of African Americans, and the infusion of content that will stimulate and/or reinforce the growth and development of African and African-American mental and ethical traits. The scholars who are the main proponents of an African centered curriculum argue that the existing curriculum is overwhelmingly white and European in outlook and content, and reinforces insensitivity among whites leaving black children feeling inferior and disconnected from their studies. The proponents also point out several specific omissions and distortions in the curriculum as it is currently taught in most school systems and universities. These deficiencies include the contention that there is no significant history of African people in most academic disciplines before the slave trade. Critics of African centered education argue that the scholarship behind this movement is historically inaccurate, that the rhetoric of the advocates of an African centered curriculum is racially divisive and that, in some instances, the advocates represent a new form of racial intolerance. In addition to surveying the debate over an African centered curriculum, this paper also briefly summarizes the movement for multicultural education and the efforts of the District of Columbia Public School System to develop a multicultural curriculum. (DB)

ED344818
Author: *Nelson,-Cathy; And-Others*
Title: ***Navigating the Quincentennial: A Question of Balance. Project.***
Source: *Minnesota Council of Social Studies, St. Paul.*
Publication Year: *1991*
Notes: *131 p.*
EDRS Price - *MF01/PC06 Plus Postage.*

ABSTRACT: The 1992 quincentenary marking the 500th anniversary of the Columbus voyage to the present-day Americas provides an opportunity for teachers to employ materials and methods that reflect inclusive educational principles. Inclusive education involves helping students and staff to gain an understanding and appreciation of all groups present in the local, national, and global communities. It offers students and staff learning and teaching opportunities that reflect the wide range of contributions by and roles open to people similar to and different from themselves. The goals of this project were to identify (1) issues the Quincentennial presents classroom teachers; (2) opportunities to use this event to embrace "teachable moments," particularly to model inclusive education; (3) curriculum and resources, including sample lessons; and (4) teachers interested in engaging in conversations about the teaching of social studies. The document is divided into the following sections: project description, goals of the project, framing the issues, did you know, classroom opportunities, conversations among teachers of the social studies, lesson plans (17 are included), teacher to teacher, history day in Minnesota,

suggested activities, annotated bibliography, resources, watch for these, "The History of 1492: Textbook Checklist"; "Checklist: 1492-1992 Curricular Materials"; "Celebrating Columbus' Voyage: A Case of Historical Amnesia" (W. R. Buffalohead); "A Note of Tainos: Whither Progress?" (J. Barreiro); and "Discovering Columbus: Rereading the Past" (W. Bigelow). (DB)

ED344817
Author: *Patrick,-John-J.*
Title: ***The Civic Culture of the United States and Its Challenges to Civic Educators.***
Publication Year: *1991*
Notes: *23 p.; Paper presented at an international conference on "Western Democracy and Eastern Europe" (Berlin, Germany, October 13-18, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The core civic ideas that helped form a consensus around a United States Constitution in 1787 are the seeds that produce the civic culture of the United States today. Constitutionalism, republicanism, communitarianism, and classical liberalism were related ideas at the center of U.S. civic culture in the 1780s. Two hundred years later, with some modifications, these ideas continue to be the fundamentals of the contemporary civic culture in the United States. In general, people in the United States remain committed to the civic culture embodied by these principles. However, there are serious deficiencies, such as persistent intolerance of unpopular minorities, great indifference to responsibilities of participation for the common good, gross ignorance of constitutional principles combined with thoughtless reverence for the "American Creed," and finally, a declining interest in and sense of concern for the commonwealth, the national, and local communities that citizens share as members of a civil society. In order to contend with these deficiencies, civic education should be emphasized in all nationwide programs for improvement of teaching and learning in elementary and secondary schools. A number of recommendations in this regard are made, including the establishment of national standards for the teaching and learning of civics, which emphasize the origins and development of core ideas of the civic culture. Current efforts by some educators, made in the name of multicultural education, to separate and promote ethnic and racial group identities, place in jeopardy a common U.S. identity based on core civic ideas. A list of references is included. (DB)

ED344724
Author: *Sanders,-Jessie-R., Comp.*
Title: ***One State: Many Nations. A Multi-Cultural Resource Guide with Native American Highlights.***
Source: *Pennsylvania State Dept. of Education, Harrisburg.*
Publication Year: *1991*
Notes: *60 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This curriculum guide was developed to assist Pennsylvania educators in developing a multicultural awareness and education program for children in preschool through grade three. The first section provides guidelines for creating a multicultural environment to include the use of classroom materials that emphasize individual and cultural differences to eliminate stereotypic and inaccurate materials. The second section offers background information about the history of Native Americans in Pennsylvania and the value and traits of contemporary Native American culture. It also makes suggestions about how to portray Native Americans. Curriculum development is integrated into present school curriculum through an interdisciplinary approach. Suggestions for selecting appropriate stories and books by and about Native Americans are included. The third section is a list of references. The fourth section is a bibliography consisting of 65 publications relevant to multicultural education. The appendices include: (1) sample lesson plans for multicultural education; (2) an example of the thematic or interdisciplinary approach to integrating multicultural themes into core content areas; (3) a checklist for curriculum and materials on Native Americans; (4) suggested classroom activities; (5) a list of American Indian resource persons and resource centers; and (6) a description of Native American programs presented to schools by the Lenni Lenape Historical Society. (LP)

ED344716
Author: *Flores,-Juan-M., Ed.; Merino,-Rene-A., Ed.*
Title: ***Educational Research and the Mexican American Child.***
Source: *Association of Mexican-American Educators, Inc., Redwood City, Calif.*
Publication Year: *1991*
Notes: *78 p.; Published annually.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: This annual theme issue is devoted to articles on educational research pertaining to the Mexican American child. In addition, there is an article proposing

strategies for recruiting Hispanics in teacher education, and a poem recalling a childhood experience. Titles and authors are: (1) "Motivation for Learning English: Differences Between Non- and Limited-English Proficient Students From Spanish Speaking Backgrounds" (Jose Salvador Hernandez); (2) "Literacy and the Adult Mexican-Origin Population: What a Biliteracy Analysis Can Tell Us" (Terrence G. Wiley); (3) "Staying in School! Effective High Schools for Hispanic Students" (J. Alex Pulido); (4) "Educacion Multicultural: Definitivas Perspectivas y Viables Opciones" (Atilano A. Valencia); (5) "The Role of Teacher Education in Recruiting Hispanics: Cross-Cultural Strategies" (Gene Gallegos); and (6) "A Singer's Song" (Olivia Castellano). (KS)

ED344712

Author: *Steiger,-Neil; Kleinfeld,-Judith, Ed.*
Title: ***On a White Horse. Teaching Cases in Cross-Cultural Education No. 8.***
Source: *Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.*
Publication Year: *1991*
Notes: *41 p.; "Neil Steiger" is a pseudonym.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This teaching case was written by "Neil," a student teacher who tried to teach brilliantly, who put himself to the test, and concluded he failed. Neil uprooted his family to move to Alaska to reenter school in order to obtain a teaching certificate. He also wanted to escape the fast-paced life of California and a stagnant job. Neil believed teaching would allow him to spend more time with his family, to pursue personal interests, and enable him to be creative. Neil's student teaching experience at the Vonnegut Bay School in rural Alaska did not meet these expectations. First, the same social and economic problems he had encountered in California were also prevalent in rural Alaska. Secondly, his experience as a teacher was not what he expected. Neil confronted conflicts between sports and academics and issues of teacher responsibilities besides instruction. He was overwhelmed by trying to meet the needs and expectations of students, other teachers, his family, and himself. Near the end of his student teaching experience he lost his enthusiasm and resigned himself to the fact that he could not meet his expectations for a career in teaching. Although Neil viewed himself as a failure, his cooperating teacher saw him as an asset to the classroom. This story was selected as a case study for teacher education, not because it is typical of what happens to student teachers, but because it portrays problems of teaching that students will benefit from reflecting upon. Discussion questions for this particular teaching case are included. (LP)

ED344311

Author: *First,-Joan; And-Others*
Title: ***The Good Common School: Making the Vision Work for All Children. A Comprehensive Guide to Elementary School Restructuring.***
Source: *National Coalition of Advocates for Students, Boston, MA.*
Publication Year: *1991*
Notes: *329 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: In order for children to have access to quality educational experiences, all members of the school community must participate in school restructuring (parents, advocates, educators, community leaders, and policymakers). Researchers and teacher training institutions also play a vital role. This book provides easy access to information of particular interest to different groups and individuals who support advocacy-driven school reform. It is organized around 10 vital student entitlements discussed within 8 chapters that focus on the following topics: parent participation, student admission and placement, student instruction, enhancing individual potential, student support services, school climate, teacher empowerment, and school finance. A fictional vignette is presented at the beginning of each chapter, representing an imaginary elementary school on its way to becoming the Good Common School (a school with the primary goal of providing educational excellence for all of its students). Following these vignettes are step-by-step instructions or standards for achieving advocacy-driven reform. The second section of each chapter supports the need for fundamental change by documenting the problems found within most public elementary schools. Following the vignettes and problem statements, advocacy strategies in each chapter show how advocates work to reform schools in their own communities. These are followed by descriptions of promising school-based practices successfully implemented in real elementary schools. Each chapter ends with a summary of education research relating to the chapter's topics. (561 references) (LAP)

ED343889

Author: *Mesa-Bains,-Amalia; Shulman,-Judith-H.*
Title: ***Teaching Diverse Students: Cases and Commentaries. Instructor's Guide.***
Source: *Far West Lab. for Educational Research and Development, San Francisco, Calif.*

To Order Call 1-800-443-ERIC

Publication Year: *1991*
Notes: *101 p.; For casebook, see ED 328 552.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: This instructor's guide has been developed to help teacher educators and staff developers use the cases in "Teaching Diverse Students: Cases and Commentaries" in preservice and inservice seminars. It promotes the use of discussion methods as a vehicle for engaging teachers and students in analysis of real-life situations. These teacher-written cases describe problems that all inner-city teachers face and bring to the surface many of the challenges of multiculturalism in the classroom. Often the narratives deal with culturally sensitive issues that are taboo to discuss in public. This volume provides an analysis of these issues and offers a structure for groups to discuss them in a safe and constructive environment. The guide is organized to help instructors facilitate case discussions. It begins with an introduction that offers general suggestions for preparing case analysis and examines effective group processes. The main section, "Teaching Notes," provides an in-depth analysis of each case and a suggested discussion outline. The teaching notes are designed to help facilitators prepare each case discussion and serves as a basis for narrative interpretation. Two tables are appended: the first compares background information of case contributors, and the second compares critical features across cases. (Author/LL)

ED343768

Author: *Harvey,-Karen*
Title: ***History and Social Studies Curricula in Elementary and Secondary Schools.***
Publication Year: *[1991]*
Notes: *30 p.; In: Indian Nations At Risk Task Force Commissioned Papers.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: Although the social studies curriculum is ambiguous, controversial, and value-laden, the goal of self-determination demands that Native students acquire certain knowledge and skills in this curriculum area. Of particular interest to Native education are social studies encompassing global education, multicultural education, ethnic studies, and cultural studies. Challenges faced by social studies curricula include inaccurate and biased textbooks, development of active and relevant teaching methods, and development of curriculum for and about all students. Social studies may be taught to satisfy a variety of purposes: transmission of traditional American citizenship values; personal development; development of critical and reflective thinking skills; social science education; and development of skills needed for rational decision-making and social action. This last objective has great significance for Native education since such skills would prepare students to deal effectively and responsibly with Native issues. Recommendations relate to curriculum content, national commissions on social studies and Native studies, a national Native curriculum clearinghouse, funding, and coordination among professional organizations. An outline is presented of specific desired objectives for mastery of social studies knowledge and skills, experience outcomes, values outcomes, and attitudinal outcomes. The development of these outcomes into course content and a K-12 scope and sequence for units of study is discussed. Also discussed are classroom environment, Native learning styles, teaching methods, student grouping, instructional materials, alternative methods of evaluation, and exemplary programs. This paper contains 38 references. (SV)

ED343341

Author: *Ramirez,-Bruce-A.*
Title: ***Preparing Special Education and Related Services Personnel To Serve Culturally and Linguistically Diverse Children with Handicaps: Needs and Future Directions.***
Publication Year: *1990*
Notes: *6 p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper outlines the need to diversify the education profession at practitioner, administrative, and personnel preparation levels in order to better serve culturally and linguistically diverse children with disabilities. Needs identified include developing effective recruitment and retention programs for members of ethnic minority groups; ensuring that competencies related to culturally and linguistically diverse children with handicaps are an integral component of special education and related services preparation programs; strengthening training and leadership programs preparing ethnic minority special education and related services personnel as well as personnel serving culturally and linguistically diverse children with handicaps; and initiating research and demonstration projects to improve curriculum, competencies, and training. (JDD)

ED343128

Author: *Reimer,-Kathryn-Meyer*
Title: ***Multiethnic Literature: Holding Fast to Dreams.***

Technical Report No. 551.
Source: *Reading Research and Education Center, Champaign, IL.*
Publication Year: *1992*
Notes: *16 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Despite the importance of children's literature written by and about people of color, little multiethnic literature is available. However, the situation has improved somewhat. In recent years there has been a greater focus in African-American literature upon folk tales, family stories, family histories, and biographies. Still, books about the Hispanic, Asian, or Native American experience mostly have tended to be written about, not by, members of those groups. An examination of stories from trade books and basal reading programs presented on the third-grade level found no non-white main characters. No other ethnic groups were represented. A similar scarcity of multicultural content was found in former U.S. Secretary of Education William Bennett's suggested reading list and Jim Trelease's 1989 reading list. Readers from commercial publishers reflected greater diversity. The examination of multiethnic literature raises such questions as: who is writing the works; how ethnic groups are portrayed in illustrations; whether stereotypes are employed; whether separate cultures are grouped together under such labels as "Hispanic" or "Asian"; how broad an ethnic selection of reading material is presented to children; and how long multiethnic literature remains in publication. As multiethnic literature is made more available, demand for it will increase. (A list of 44 references is attached.) (SG)

ED342830

Author: *Nakagawa,-Mako*
Title: ***A Call for Cooperative Pluralism from Me to We.***
Source: *Washington Office of the State Superintendent of Public Instruction, Olympia.*
Publication Year: *1991*
Notes: *26 p.; One chart contains small, blurred print. Cover title varies slightly.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This collection of training materials describes an educational philosophy for elementary level instruction called cooperative pluralism. This approach complements and strengthens traditional multicultural educational approaches while blending them with cooperative learning and democratic education. The following materials are included: (1) brief comments on cooperative pluralism by distinguished experts; (2) a glossary; (3) a definition of cooperative pluralism; (4) a description of the approach and practical strategies for implementation for teachers; (5) an essay on the meaning of culture; (6) the text of a letter written by an American Indian upon learning that the United States wished to purchase tribal lands; (7) a one page comparison of Western and Asian culture; and (8) a letter from a principal to teachers on the aims of education. The following materials are appended: (1) a diagram of Lake Washington School District Curriculum Model; (2) a "Core Skills Continuum"; (3) definitions of five key terms; (4) a diagram of the Bainbridge Island School District's cooperative pluralism curriculum; (5) a letter from a non-Anglo mother to an Anglo teacher; (6) an order form for a poetry book; (7) a training evaluation form; and (8) an advertisement for multicultural teaching aids. (JB)

ED342829

Title: ***Educating African American Males: A Dream Deferred.***
Source: *Milwaukee Public Schools, Wis.*
Publication Year: *1990*
Notes: *66 p.; Prepared by the African American Male Task Force.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This document presents recommendations of the Milwaukee (Wisconsin) African American Male Task Force (MAAMTF), which reviewed from January through April of 1990 current educational efforts and recommended strategies by which schools could better address African American males' needs. The MAAMTF recommendations are to be implemented in two phases. Phase I focuses on district policy, staff development, and structural variation based on the notion that all students can learn at increasingly higher levels. The following are Phase I recommendations: (1) multicultural curricula; (2) flexible structuring for academic areas; (3) quality after-school, summer, and Saturday programs; (4) enhanced homework policies; (5) staff training and assistance for working with diverse populations; (6) increasing the number of African American teachers, especially males; (7) parent involvement; (8) inservice courses for all staff members on African American history and culture and racism in America; (9) designation of some schools as professional development centers; (10) gender socialization courses; and (11) African American male immersion academies. Phase II recommendations focus on long-range goals for system-wide revisions in terms of restructuring schools, developing strong self-concepts among African American boys, developing alternate discipline programs, revising curriculum, providing family support, involving the community, and allocating resources. Included are 9

graphs, 1 table, and 71 references. Appendices contain correlates of effective schooling, proposed time lines, a budgetary data table, seven other data tables, and outlines of student non-discrimination and affirmative action policies. (JB)

ED342759

Author: *Ploumis-Devick,-Evelyn*
Title: ***Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom. Hot Topics: Usable Research.***
Source: *SERVE: SouthEastern Regional Vision for Education.*
Publication Year: *1992*
Notes: *121 p.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: This publication is designed to provide educators with useful information and examples on how teachers and students can better communicate and learn in today's culturally diverse classroom. Educators are given background information and resources for becoming more sensitive and responsive to the needs of students of different cultures and enriching the curiculum by infusing it with a multicultural perspective. Section 1 provides general background on cultural diversity and its impact on U.S. schools. Section 2 features programs and projects that teachers have successfully used to address the needs of culturally diverse school populations. Section 3 presents a compilation of structured strategies for developing cross-cultural awareness and sensitivity, and it suggests thematic activities, with related resources, that can be used in the classroom. Section 4 supplies a selection of multicultural resources; section 5 offers four appendices containing additional resources and information. The appendices include: "Helpful Hints for Working with New LEP Students"; "74 Instant Ideas for Classroom Teachers with ESL Students"; "Sample Culturgram"; and "Chronology of Key Historical Events by U.S. Ethnic Groups." A 31-item bibliography completes the volume. (IAH)

ED342758

Title: ***Promoting Harmony. A Compilation of Sample Lessons. Grades K-12.***
Source: *New York City Board of Education, N.Y.*
Publication Year: *1992*
Notes: *55 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: The New York City Public Schools provides this series of strategies for teachers to use during Kids Week (February 17-21, 1992). These strategies, which seek to promote harmony among students, are designed to: give students opportunities to become aware of and appreciate the city's diversity; instill sensitivity and understanding among all students; and help students appreciate the contributions of the many ethnic, linguistic, and cultural groups of New York City. This collection includes strategies for early childhood, elementary, middle school, and high school grades. Lesson plans are given for the following topics: "Making Friends"; "Families"; "Getting to Know One Another"; "Respect for Others"; "What Am I Proud Of?"; "How Do I Feel?"; "Me and Somebody Else"; "Children Have the Right To Have Their Cultures Understood and Respected: An Interdisciplinary Unit"; "The Promise of America"; "Understanding Prejudice"; "Looking beyond Labels To Combat Prejudice"; "Discrimination"; and "Reducing Prejudice." (IAH)

ED342717

Author: *Marschalek,-Douglas, Ed.*
Title: ***[Multicultural Education and the Arts.]***
Source: *Wisconsin Art Education Association, Madison.*
Publication Year: *1990*
Notes: *41 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This issue os Spectrum contains six articles devoted to the theme of helping teachers develop multicultural teaching methods by examining the relationship of art, culture, and art education. In "Multi-cultural Art: A Learning Process," Linda Kreft addresses the problem of cultural biases that children acquire over time. Patricia Stuhr in "Wisconsin's Native American Visual Art" presents a rationale for studying the art of other cultures, in particular the art of Wisconsin Native Americans. The third article, "Chicano Murals: A Continuing Cultural Tradition" by Ronald Neperud and Rochelle Robkin outlines the communication function of murals in Chicano society. In "An American Art Teacher in India: Educational Travel as a Cultural Resource," Vicki Samulyk describes India's educational system and the events and philosophies that shape art education in another country. Richard March's paper, "Close to Home and Close to the Heart: Exploring Folk Arts in Education," profiles three Wisconsin folk artists. The final paper, "Art, Culture, and Vital Issues: A Middle School Art Program" by Rae Prescott, describes a middle school art program that fosters team teaching, student peer-teaching, and an interdisciplinary approach to cultural learning. (KM)

To Order Call 1-800-443-ERIC

ED342715

Title: ***United States and New York State History, Grade 7. A Multicultural Perspective. Volume III.***
Source: *New York City Board of Education, Brooklyn, N.Y.*
Publication Year: *1990*
Notes: *531 p.*
EDRS Price - *MF02 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the fifth and sixth units of the six unit syllabus. Unit 5 is titled "Life in the New Nation"; unit 6 is titled "Division and Reunion." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in Unit 5 include "How did Thomas Jefferson's election mark a step forward toward increasing participation in American government?" and "Why did large numbers of Irish, Germans, and Chinese immigrate to the United States in the 1840s and 1850s?" Examples of activities contained in Unit 6 include "How did the United States justify its policy of territorial expansion prior to the Civil War?" and "How did the presidential reconstruction policy attempt to reunite the American people?" A lengthy bibliography is included at the end of each unit. (DB)

ED342714

Title: ***United States and New York State History: Grade 7. A Multicultural Perspective. Volume II.***
Source: *New York City Board of Education, Brooklyn, N.Y.*
Publication Year: *1990*
Notes: *327 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the third and fourth units of the six unit syllabus. Unit 3 is titled "A Nation is Created"; and Unit 4 is titled "Experiments in Government." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in unit 3 include: "To what extent were the American colonists ready for self-government by the 1750s?: and ""Why were the American Colonists victorious in the revolutionary war?" Examples of activities contained in Unit 4 include, "Why was the Constitution called 'a bundle of compromises'?" and "Is the Constitution flexible enough to meet the challenges of changing times?" A lengthy bibliography is included at the end of each unit. (DB)

ED342713

Title: ***United States and New York State History, Grade 7. A Multicultural Perspective. Volume I.***
Source: *New York City Board of Education, Brooklyn, N.Y.*
Publication Year: *1990*
Notes: *358 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested

approaches for teaching the first two units of the six unit syllabus. Unit 1 is titled "The Global Heritage of the American People"; Unit 2 is titled "European Exploration and Colonization of the Americas." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, background, major ideas, concepts, performance objectives, development, and worksheets. When a learning activity objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in Unit 1 include "What are the origins of the first Americans?" and "How did the Incas attempt to solve their social and economic problems?" Examples of activities featured in Unit 2 include "How did Columbus's voyage pave the way for the European settlement of the Americas?" and "To what degree were democratic ideals advanced in the American Colonies?" A lengthy bibliography is included at the end of each unit. (DB)

ED342711

Author: *DiSiena,-Julie*
Title: ***Selecting Stories for Multicultural Art Lessons (Kindergarten-2nd Grade Emphasis).***
Publication Year: *1991*
Notes: *7 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Storytelling has cultural roots and this can be employed to teach a culturally pluralistic curriculum. Stories can be selected from a variety of sources and used to match lesson objectives. Criteria for selecting stories should include the authenticity of cultural representation, the amount of cultural information, appropriateness, and the estimated interest of the child. In art education, these stories can be used as a basis for lessons on mask-making, drawing, toy-making, kite-making, origami, oriental brush painting, puppets, patterned quilts, and art history. Examples of stories include "Lord of the Dance" by Veronique Tadjo which explains the intended use of masks in African ceremonies, and "Arrow to the Sun" by Gerald McDermott, a story about American Indians. The most important aspect of verbal and visual storytelling is that students are given opportunities to express their own feelings about the world around them. (KM)

ED342442

Author: *Jaros,-Bonita-Nahoum*
Title: ***E Pluribus Unum: The Possible Dream.***
Source: *Rancho Santiago Community Coll., Santa Ana, Calif.*
Publication Year: *1991*
Notes: *29 p.; Rancho Santiago College Fifth Distinguished Faculty Award.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The United States has, since its inception, epitomized the themes of peace, freedom, and the pursuit of dignity in concept. Founded as a multicultural nation, the United States adopted the motto "E Pluribus Unum" (out of many, one) to affirm its inclusivity. Throughout its history, the United States has been a haven for peoples fleeing war, poverty, or oppression. With a population representing so many cultures, there is a great chance for misunderstanding, but also, a greater potential for intellectual and creative contribution than is possible for most nations. At Rancho Santiago College, a concerted effort has been made to celebrate multiculturalism. Culture is that which binds people together--a collective memory that may be used as a contextual clue for present or future interpretation, evaluation, behavior, and beliefs. In the United States, a problem arises because of the dominance of the original immigrant group of White Anglo-Saxon Protestants. But even those who adopt this dominant culture also keep their roots based in the community from which they came. This results in the tendency to hyphenate nationalities, e.g., Vietnamese-American. Schools and colleges need to appreciate the tension that students caught between two cultures must face in trying to meet expectations for cultural assimilation in an American context, while meeting the expectations of cultural and language maintenance at home. Just as educators should work to include the learning styles of others into their programs, all students must take responsibility for becoming literate in the "currency" of America. Thus, cultural literacy must mean polycultural literacy. (DJD)

ED341949

Author: *Fauvel,-Monique*
Title: ***Utilizing Multicultural Reading Resource Materials To Improve Reading Motivation and Performance among High School Students.***
Publication Year: *1991*
Notes: *108 p.; Ed.D. Practicum, Nova University.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: This paper reports on a practicum designed to increase reading motivation among senior high school

students (as reflected by the number of books checked out from the school library) and to promote a better understanding of cultural sub-groups in the school, of which Blacks constituted the largest group (41%) and Hispanics, the second largest (29%). Students were guided toward literature from the Caribbean Islands and Africa in an attempt to instill a sense of pride in the students' cultural heritage. Students were grouped by affinity and interest. A reading corner offered a multitude of books as a classroom resource. Students shared orally, with their peers, the fruits of their weekly readings, which led to animated discussions. Audiotapes were sometimes used to introduce the oral readings and set the tone. Slides, photographs, videos, and films were viewed. Field trips to local book stores were organized as well as food fairs which allowed students to taste foods from different countries. Results showed that by the end of the 8-month implementation period, there was an increase of 80% in the number of books checked out from the school library. Students participated in a "Book Drive" so that they would have the necessary materials for the Sustained Silent Reading (SSR) activity; at the end of implementation, 90% of the students admitted enjoying SSR. (Nine figures and six tables of data are included. Twenty-nine references and a questionnaire on attitudes towards reading, reading interest checklist, cultural awareness survey, teacher observation checklist, and a sample "book card" are attached.) (Author/SR)

ED341877

Author: *Locke,-Don-C.; Parker,-Larry-D.*
Title: ***A Multicultural Focus on Career Education. Information Series No. 348.***
Source: *ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.*
Publication Year: *1991*
Notes: *45 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The purpose of this literature review is to illustrate the implications of cultural diversity for career education and development. Discussed first are census data demonstrating the rapid increases in population of such groups as Asians/Pacific Islanders, African Americans, Native Americans, and Hispanics. Differences in world view are explored next, with an explanation of how differences in Locus of Control and Locus of Responsibility are influenced by cultural heritage and life experiences. The relevance for diverse populations of career development theories based on a white male, middle-class population is questioned. Appropriate intervention methods for specific groups, the unique challenges facing culturally diverse women, and communication issues are discussed. The cross-cultural awareness continuum is presented as a tool career personnel can use to gauge their growth in intercultural competence. The levels of the continuum are as follows: (1) self-awareness; (2) awareness of one's own culture; (3) awareness of racism, sexism, and poverty; (4) awareness of individual differences; (5) awareness of other cultures; (6) awareness of diversity; and (7) career education skills/techniques. A system focus on cultural diversity involves two sets of strategies for improving career education/development programming: recommendations for multicultural program content and process strategies to improve multicultural competence. (SK)

ED341656

Author: *Parscal,-Jeannie-N.*
Title: ***"Katherine With-a-K and Little Nato": A Case Study of Culturally Responsible Pedagogy.***
Publication Year: *1991*
Notes: *23 p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-19, 1991).*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This case study, one of four, is part of a larger study, "Ethnographic Case Studies of Culturally Responsive Pedagogy (CRP) of At-Risk Students in Middle School Classrooms." The study provides relevant case literature regarding CRP for the enhancement of preservice teacher education and describes the characteristics of a multicultural classroom in "Little Nato," a transitional, urban area, where the teacher, Katherine, practices the philosophy, theory, development, and application of holistic education and CRP. CRP is defined as the incorporation of diverse content and approaches into the process of teaching while attending to the cultural norms that affect learning. Ethnographic methodology was utilized to collect data through classroom observation and through interviews with Katherine and her students. Findings suggest that Katherine created a successful atmosphere of learning by fostering a positive, creative learning environment and by implementing instructional content and modalities relevant to her students, thus facilitating their personal growth as well as their academic achievement. (LL)

ED341655

Author: *Huber,-Tonya*
Title: ***Restructuring To Reclaim Youth at Risk: Culturally Responsible Pedagogy.***

Publication Year: *1991*
Notes: *23 p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (13th, Chicago, IL, October 16-19, 1991).*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This paper addresses the issue of multiculturalism in public schools and the role teacher education programs play in preparing teachers to create, implement, and evaluate curriculum and instruction responsive to the educational needs of diverse learners. Ethnographic interviews and observations were utilized to present a case study which investigates how teachers can restructure and develop a classroom where, regardless of a learner's background, the student's social, academic, and personal development are maximized. The case of Josefina Guzman, a teacher whose sixth grade classroom reflects culturally responsive pedagogy, describes Josefina's background and her conceptions of self/other, teacher/student social relations, knowledge, teaching methods, and interpretation of culturally responsible pedagogy which asserts the importance of students' individual identities. Ms. Guzman's model is supported by findings of the success of similar programs targeting excellence for minority and underachieving youth. (LL)

ED341648

Author: *Coballes-Vega,-Carmen*
Title: ***Considerations in Teaching Culturally Diverse Children. ERIC Digest.***
Source: *ERIC Clearinghouse on Teacher Education, Washington, D.C.*
Publication Year: *1992*
Notes: *4 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Recent projections estimate that minorities, including African Americans, Hispanics, Native Americans, and Asians, will comprise one-third of the U.S. population. Currently, the majority of prospective teachers are White females, a situation which stands in sharp contrast to the backgrounds of the students they will teach. This digest examines considerations within preservice teacher education programs to address this challenge. Researchers have recommended that the following be included in the teacher education curriculum: (1) at least one course in multicultural education that takes into consideration the needs of all students; (2) information about the history and culture of students from a wide range of ethnic, racial, linguistic, and cultural backgrounds; (3) integration of content about the contributions made by various groups; (4) information about first and second language acquisition and effective teaching practices for working with students from limited English proficient backgrounds; and (5) field experiences and student teaching opportunities with students from varying backgrounds. (LL)

ED341633

Author: *Smith,-Peter*
Title: ***The Case against Multiculturalism, or What about Cultural Relativism?***
Publication Year: *1991*
Notes: *8 p.; Paper presented at the United States Society for Education through Art (Columbus, OH, September 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Although multiculturalism is praiseworthy, there are various foundational, conceptual issues that art educators need to think about with care and caution. In order to address these issues, this paper describes some personal experiences that impact on the implementation of multiculturalism in the schools. The paper begins with an analysis by T. Bridges (1991) that traces multicultural beliefs to middle class enlightenment notions. The second part of the paper focuses on how religious convictions present obstacles to multiculturalism. (Author/KM)

ED341612

Author: *Staub,-Shalom, Ed.*
Title: ***Governor's Conference on Ethnicity. A Conference To Explore the Impact of Pennsylvania's Cultural Diversity on Public Policy. (Harrisburg, Pennsylvania, June 8-9, 1990).***
Source: *Pennsylvania Heritage Affairs Commission, Harrisburg.*
Publication Year: *1990*
Notes: *117 p.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: This proceedings of a conference convened by the Governor of Pennsylvania explores the impact of Pennsylvania's cultural diversity upon public policy. The following five panel discussions were held: "Conservation of Cultural Heritage Resources: Values and Strategies"; "Culturally Sensitive Delivery of Health Care and Human Services"; "Inter-Ethnic Relations"; "Multi-cultural Education"; and "Ethnicity in Pennsylvania: Looking Ahead." The policy recommendations that are made on each of these topics are included. The texts of the welcoming remarks by Mark S. Singel and keynote

addresses by Michael Novak and Niara Sudarkasa also are provided. (DB)

ED341079
Author: *Akers,-Belle*
Title: ***Folktales from around the World.***
Publication Year: *1992*
Notes: *13 p.; Workshop presented through the auspices of the California Kindergarten Association.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Using folktales from around the world, this workshop paper presents a multicultural curriculum for kindergarten and first grades. A statement of purpose, the curriculum presents lists of recommended teaching resources, publishers and distributors of multicultural materials, organizations; a 12-item multicultural bibliography; and activities for creative expression and language extensions. The curriculum also includes lists of reading and instructional materials based on the cultures of Africa, Asia, North America, Central America, and South America. (RS)

ED340817
Title: ***Ninos del Arco Iris: Primar Grado = Children of the Rainbow: First Grade.***
Source: *New York City Board of Education, N.Y.*
Publication Year: *1991*
Notes: *399 p.; For the English language version, see UD 028 492.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This manual for first grade teachers provides suggestions and teaching materials that reflect the multicultural composition of New York City's (New York) public schools. It is organized into two sections: the first is in English, and the second is in Spanish. The English section contains the following six sections: (1) "Planning for the First Grade," which offers strategies to assist teachers in beginning the school year successfully; (2) "The Multicultural Learning Environment," which offers guidance in organizing and implementing instructional approaches; (3) "Instructional Approaches and Strategies," which suggests approaches for implementing multicultural and basic education; (4) "Working Together," which describes shared responsibilities and activities for parents, teachers, and administrators; (5) "Societal Concerns," which discusses current societal pressures and concerns affecting young children; and (6) "Assessment," which outlines the procedures and strategies used to assess a child's progress. The Spanish section contains the following sections: (1) a description of the Chancellor's educational standards for language and mathematics; (2) a discussion of the role of first or native languages; and (3) teaching units in the context of five themes appropriate for the first grade, i.e., "so like us" (plants and animals); "my own little world" (school, community, environment); "our families", "our friends," and "numbers around us". Also included is a 64-item bibliography of Spanish- and English-language resources for teachers, children, and parents. (JB)

ED340816
Title: ***Children of the Rainbow: First Grade.***
Source: *New York City Board of Education, N.Y.*
Publication Year: *1991*
Notes: *455 p.; For a Spanish language version, see UD 028 493.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This manual for first grade teachers provides suggestions and teaching materials that reflect the multicultural composition of New York City's (New York) public schools. An introduction describes the philosophy that supports a high-quality, developmentally appropriate program through a multicultural perspective. The manual is organized into the following eight sections: (1) "Planning for the First Grade," which provides strategies to assist teachers in beginning the school year successfully; (2) "The Multicultural Learning Environment," which offers guidance in organizing and implementing a variety of instructional approaches; (3) "Instructional Approaches and Strategies," which suggests approaches for implementing multicultural education as well as basic skills; (4) "Developing Themes of Study," which illustrates the thematic approach through five themes appropriate for first grade; (5) "Working Together," which describes shared responsibilities and activities for parents, teachers, and administrators; (6) "Societal Concerns-Children With Special Needs," which discusses current societal pressures and concerns affecting young children; (7) "Assessment," which outlines the procedures and strategies used to assess a child's progress; and (8) "Current Research," which contains information on contemporary research to support developmentally appropriate practices. Two bibliographies are appended. The first, containing over 600 citations, is divided into various categories, e.g., "Native Americans," "Asian Americans," "African Americans," and others. The second bibliography contains about 150 titles and is presented in matrix form, with checkmarks for salient characteristics (such as faily, gender, people of color, work, prejudice) opposite each item. (JB)

To Order Call 1-800-443-ERIC

ED340815
Title: ***Children of the Rainbow: Implementing A Multicultural Kindergarten Curriculum.***
Source: *New York City Board of Education, N.Y.*
Publication Year: *1990*
Notes: *366 p.; For related guides, see UD 028 492-494.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This document is a comprehensive guide to planning and implementing a multicultural kindergarten curriculum in New York City's (New York) public schools via planned, developmentally appropriate learning experiences. The guide contains the following 15 sections: (1) "Introduction," which outlines the program and its philosophy; (2) "First Days," which offers strategies for a smooth start to the school year; (3) "Parent Involvement," which discusses the vital home/school partnership and specific recommendations; (4) "Bilingual Education/English as a Second Language," which offers data on the limited English child and strategies for teaching English as a Second Language; (5) "Creating a Learning Environment," which offers guidance in organizing the learning center approach; (6) "Enriching the Curriculum," which describes the whole language methodology, trip experiences, and effective use of computers in the classroom; (7) "A Multicultural Sampler," which offers culturally and linguistically diverse musical and literary materials; (8) "The Interactive Teacher," which explores the teacher's role; (9) "The Thematic Approach," which provides guidelines and a comprehensive flow chart; (10) "Partners in Learning," which provides appropriate shared responsibilities and an administrator guide; (11) "Looking at Today's Children," which describes current societal pressures and problems and suggests appropriate action; (12) "Assessment," which outlines informal and formal assessment procedures and includes sample checklists; (13) "Current Issues," which considers contemporary educational thinking; (14) "Developmental Skills in the Curriculum Areas," which outlines expected skills and understandings appropriate to curriculum content on the kindergarten level; and (15) "Bibliography/Teacher Resources," which offers a 466-item bibliography. (JB)

ED340695
Author: *Overby,-Lynette-Young, Ed.; And-Others*
Title: ***Early Childhood Creative Arts. Proceedings of the International Conference on Early Childhood Creative Arts (Los Angeles, California, December 6-9, 1990).***
Source: *American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.*
Publication Year: *1991*
Notes: *281 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This conference focused on the central role of play and arts throughout the early childhood years, the unique learning styles of young children (ages 3-8), and children's developmental needs. Special emphasis was placed on curriculum, assessment, the essential role of the arts in learning, multicultural awareness, needs of special populations, and the interrelatedness of the arts in the learning process. The participants were early childhood and arts educators who have responsibility for designing and implementing quality educational experiences for young children. The book is organized into four major sections. Section 1, "General Sessions," provides theoretical material in the areas of curriculum development, arts assessment, and child development. The second section, "Specific Arts Instruction," contains many practical activities as well as theoretical discourses in music, art, dance, and drama. Section 3, "Model Programs," describes three well-developed arts programs. The final section, "Multicultural/International Programs," includes information about creative arts programs of various countries and a multicultural perspective for program development. (LL)

ED340686
Author: *Bartz,-David-E.; Miller,-Laura-K.*
Title: ***12 Teaching Methods To Enhance Student Learning. What Research Says to the Teacher.***
Source: *National Education Association, Washington, D.C. Committee on Civil and Human Rights of Educators.*
Publication Year: *1991*
Notes: *33 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This monograph discusses 12 teaching methods that have a sound theoretical basis, have demonstrated a positive impact on student learning, and have a substantial research base. In many situations, the methods can be combined in such a way that the potential for student learning is greater than if used independently. Since no method will work in every situation for every student, teachers must use professional judgment in matching methods with other variables including students' previous skills and socio-psychological make-up, as well as available resources. In addition to an introduction, a note on multicultural educational suggests that all teaching

methods should be implemented in order to complement and support a culturally diverse society. The publication describes the following methods: (1) whole-group instruction; (2) teaching by objectives; (3) adaptive or individualized instruction; (4) mastery learning; (5) cooperative learning; (6) learning styles; (7) direct instruction; (8) discovery method; (9) integrated thematic instruction; (10) peer tutoring; (11) learning by doing; and (12) computer-assisted instruction. (LL)

ED340661

Author: *Nimer,-Kamal*
Title: ***Cultural Diversity and Its Effect on Education.***
Publication Year: *1990*
Notes: *33 p.; Paper presented at the Commission on Adult Basic Education Conference (Buffalo, NY, 1990).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: Though the existence of a culturally pluralistic society has long been recognized in the United States, demographic trends will force new attitudes toward coping with a larger minority school population. Unless U.S. educators prepare to understand culturally pluralistic student bodies, the result will be an economy dependent on an under-educated or miseducated work force. The United States has a unique opportunity to capitalize on its diversity, but its educators must first view this diversity as an asset. Through training, educators can restructure their attitudes and methodologies to better interact with and motivate both minority and non-minority students. A 21-item bibliography is included. (Author/DB)

ED340638

Author: *Lockledge,-Ann*
Title: ***The Geography of Caribbean Holidays.***
Publication Year: *1991*
Notes: *13 p.; Paper presented at the International Social Studies Conference on the Caribbean (Miami, FL, June 22, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper describes Caribbean street festivals as celebrations that reflect the historic, climate, and movement patterns of the region. Celebrations such as Carnival, Hosay, and Jonkonnu are discussed, and it is proposed that study of these and other festivals can be linked to the five thematic generalizations often utilized by geographers. These themes are location, place, relationships, movement, and region. It is concluded that placing holiday celebrations into the framework of the themes of geographic education will lead children to look beyond the celebration to the culture and the environment that created it. A perspective are suggested, as are a number of learning activities. An 11-item list of references also is included. (DB)

ED340548

Title: ***An Early Childhood Education Bibliography for Parents, Preschoolers, and Professionals.***
Source: *National Preschool Coordination Project, San Diego, CA.*
Publication Year: *1991*
Notes: *35 p.; Paper presented at the National Conference on Migrant and Seasonal Farmworkers (Buffalo, NY, April 29-May 2, 1991).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This bibliography was compiled for educators and parents involved in early childhood migrant education. It contains more than 200 entries of publications, publishers, and book dealers, to help parents and teachers encourage children to learn and read. The entries are arranged into three sections: (1) resources for staff; (2) resources for parents; and (3) bilingual and multicultural books. In the first section, curriculum resources, works on early childhood education theory, and a list of periodicals are included. The second section, resources for parents, includes a list of child development books available in Spanish, informational pamphlets available in Spanish and English, and periodicals. The third section, bilingual and multilingual books, includes books in Spanish, a list of multicultural books, periodicals geared towards use with preschoolers and a listing of book dealers of international books and bilingual books. Each entry includes title, author, publication date, and publisher. The document also contains a 1989 Beginner's Bibliography compiled by the National Association for the Education of Young Children. Sources for locating additional bibliographies are listed. (LP)

ED339789

Title: ***A View from the Inside: Multicultural Education. Report of the Select Seminar on Excellence in Education.***
Source: *Capital Area School Development Association, Albany, NY.*
Publication Year: *1991*
Notes: *29 p.; Photographs will not copy well.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The Select Seminar on Excellence in Education met for 5 days between December 1990 and March 1991 to discuss multicultural education in schools.

Participants were 27 master teachers, administrators, university professors, and community leaders. This monograph summarizes discussions at these meetings, emphasizing the kinds of attitudes, content, instructional resources, and strategies that are necessary for the effective development and delivery of a multicultural curriculum. Such a curriculum is one in which specific attention is given to knowledge and perspective drawn from the major cultural groups in our society. It implies an educational experience that prepares students to live in a global society. Attention is given to insuring that the knowledge and voices of many ethnic groups are included in the regular school experiences of all students. Suggestions are made as to types of classrooms that promote multicultural education, and how teachers, administrators, board of education members, parents, support staff, and community members can help promote multicultural education. Open letters to teachers and parents remind them of the parts they can play in multicultural education. In the final analysis, multicultural education is simply good education. (SLD)

ED339698

Author: *Villegas,-Ana-Maria*
Title: ***Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.***
Source: *ERIC Clearinghouse on Teacher Education, Washington, D.C.*
Publication Year: *1991*
Notes: *50 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians. The paper is divided into three major sections: (1) a review of themes that emerged from the literature (explanations for the differential achievement of minority students and culturally responsive pedagogy); (2) implications from the research for the assessment of beginning teachers; and (3) concluding remarks. The empirical and theoretical literature examined is highly critical of the educational system with regard to the teaching of minority children. This element is balanced by an equally strong commitment to instructional practices that will afford these children a fair chance to prove their talent. The literature also confirms that teachers can have a positive impact on the academic growth of minority students if they are sensitive to the cultural characteristics of the learners, and have the skills needed to accommodate these characteristics in the classroom. A bibliography of approximately 160 titles concludes the volume. (LL)

ED339631

Author: *Gore,-Deborah, Ed.*
Title: ***Iowa's Ethnic Roots.***
Source: *Iowa State Historical Society, Iowa City.*
Publication Year: *1991*
Notes: *33 p.; For related documents, see ED 328 475, ED 319 641, ED 314 356, and ED 314 306.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The ethnic heritage of the state of Iowa is explored in this theme issue of Iowa's children's history magazine, "The Goldfinch." Through the numerous activities, photographs, games, and articles, answers to such questions as: Why did people from different ethnic groups come to Iowa? and What challenges have ethnic groups faced? begin to emerge. It is emphasized that an examination of children's ethnic roots helps them to understand who they are. (DB)

ED339629

Author: *Lynn,-Karen*
Title: ***The Africa Collection: An Annotated Historical Resource Bibliography for the Student of Africa.***
Publication Year: *1991*
Notes: *149 p.*
EDRS Price - *MF01/PC06 Plus Postage.*

ABSTRACT: This annotated bibliographic collection of resources on Africa including non-fiction, fiction, texts, poetry, draft papers, addresses, periodicals, film, records, and travel agencies is designed to aid secondary students and their teachers interested in research on Africa. An instructional approach is taken, drawing upon examples to demonstrate the wide range of sources from which one may select topics. The included resources are compiled in a listing of 128 topics. Page numbers of chapters, indexes, subjects, addresses, and telephone numbers, if available, are included. The main body of this bibliography lists a geographical area or general subject, identified by a number. Dates of publication, authors, titles of work, places of publication, periodical titles, volumes, numbers, annotations, and quotations complete the entries. Titles have been written in sentence format for clear interpretation of work. Quotations have been included for illustration of style. Page numbers have been included for ready referencing. (DB)

ED339585
Author: *Luellen,-Janice-E.*
Title: ***An Abstract of "A Study of the Native American Early Childhood Education Curriculum 'The Circle Never Ends.'"***
Publication Year: *1991*
Notes: *12 p.; Abstract of a Ph.D. Dissertation, University of Denver.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This paper summarizes an ethnographic study conducted in 1989-1990 assessing the effectiveness of the Denver Indian Center's preschool program in preparing Native American children for the transition to public school. The Center, a fully licensed child care facility, serves an intertribal community of approximately 18,200 Native Americans. The development of literacy, pre-math and other cognitive skills, fine and gross motor skills, social emotional growth, and knowledge of Native American culture is stressed through the curriculum. The researcher, as a nonparticipant observer for the school year, recorded teacher's and children's activities and teacher child interactions. The public school teachers were interviewed to assess their evaluation of the Native American students' achievement. The Iowa Test of Basic Skills, administered by the classroom teachers, provided information about Native American students' achievment in kindergarten, first, and second grade. Results of the study indicate that in kindergarten these Native American students were socially withdrawn and struggling academically. By first and second grade the students became more verbal and some chose to share their cultural heritage with others. Results of a questionnaire revealed that parents were supportive of the preschool curriculum. The study implies the need for the involvement of Native Americans in their children's education in order to foster a cultural identity and to promote awareness of the developmental needs of young children. (LP)

ED339548
Author: *Gomez,-Rey-A.*
Title: ***Teaching with a Multicultural Perspective. ERIC Digest.***
Source: *ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.*
Publication Year: *1991*
Notes: *3 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper discusses teaching with a multicultural perspective in early childhood education. It is emphasized that a major goal of multicultural education is to help children become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. Other topics include negative stereotypes and the influence that early childhood educators can have on children's positive attitudes. Five myths associated with multicultural education are presented and dispelled. These are: (1) Other cultures should be presented as distinct ways of living that reflect differences from the dominant culture; (2) Bilingualism is a liability rather that an asset; (3) Multicultural education is only relevant in classes with students who are members of the groups to be studied; (4) There should be a separate, unified set of goals and curriculum for multicultural education; and (5) Mere activities, which are not placed in an explicit cultural context, constitute viable multicultural education curriculum. It is emphasized that the promotion of positive self-concepts for children is essential, as is a focus on activities that highlight the similarities and differences of all children's lives. The challenge for educators is to present an effective multicultural education foundation by means of which all children can learn to accept others. Six references are appended. (GLR)

ED339477
Author: *Nurkse,-Dennis; Castelle,-Kay*
Title: ***In the Spirit of Peace: A Global Introduction to Children's Rights.***
Source: *Defense for Children International-USA, New York, NY.*
Publication Year: *1990*
Notes: *92 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This curriculum guide is a companion volume to a textbook created by Defense for Children International-USA to meet demands for a course on children's rights and the United Nations Convention on the Rights of the Child. This guide addresses 23 key children's issues from the perspective of the experiences of children of diverse cultures. The issues include the definition of a child; children's best interests; freedom from discrimination; survival and development; nationality; health; parental care; children without families; family reunification; education; armed conflicts; refugees; disabilities; abuse and exploitation; child labor; juvenile justice; narcotics; rehabilitative care; freedom of thought; freedom of expression; protection of privacy; and leisure. Readings for each of these issues portray children in real-life situations. Each lesson includes background

information, discussion questions, and suggested activities. The text is illustrated with maps, cartoons, and resource material from diverse cultures. The book is designed for junior high and high school students. Appendixes include the full text of the Convention on the Rights of the Child, and a summary of the articles of the convention. (BC)

ED339066
Author: *Ballan,-Francine; And-Others*
Title: ***Multicultural Communication Arts, Grades 7 & 8.***
Source: *New York City Board of Education, Brooklyn, N.Y.*
Publication Year: *1991*
Notes: *185 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: Designed to challenge students to think critically and to motivate them to relate their own personal experiences to a broader panorama of society, this curriculum guide presents a seventh-grade unit on "The Struggle for Equality" and an eighth-grade unit on "The Movements of People." The three related goals of the curriculum guide are: (1) to introduce students to a cross-section of literature representing a diversity of literary genres and cultural perspectives; (2) to develop in students an understanding of the ways in which literature reflects the customs, beliefs, and traditions of the many ethnic, cultural, and linguistic groups that make up our society; and (3) to correlate thematically learnings from communication arts with those of the multicultural social studies curriculum. The 19 activities for grade 7 and the 20 activities for grade 8 presented in the guide are each based on a reading, and support cooperative learning and small-group work in order to promote intellectual accomplishments along with the practice of social skills, interpersonal understanding, and a sense of individual responsibility to the group and the class. The curriculum guide includes the student readings for most of the activities. (RS)

ED338783
Author: *Lawson,-Stanley-G.*
Title: ***Multi-Cultural Awareness Project, the Organization and Implementation of a "World Steel Drum Ensemble".***
Publication Year: *1991*
Notes: *53 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This proposal describes the organization and implementation of a "World Steel Drum Ensemble" as a strategy to solve the problems of low minority academic achievement, high minority discipline incidents, and minority isolationism. The drum ensemble studied and performed music from Caribbean, Hispanic, and African heritages in a middle school setting in a Florida urban school district where about 30 percent of students were eligible for free lunch. Program implementation involved at-risk students who were joined with average and above-average students in the ensemble to perform music complimentary to cultures of at-risk students, promoting an appreciation of the minority cultures. The target population was the 20 students from various ethnic backgrounds who made up the ensemble. Knowledge of cultures other than their own improved for all target students from a previous 20 percent to 80 percent, as measured by a pretest and posttest. Ninety percent of target students were academically successful in all subjects, when success was defined as a "C" or higher. A similar 90 percent did not receive any discipline infraction reports during the practicum. The benefits of this multicultural music education were shared through videotapes and performances. Five appendices contain questionnaires used to determine student and educator reactions to the program. There are 13 references. (SLD)

ED338778
Author: *Swanson,-Judy*
Title: ***Preliminary Evaluation of Office of Academic Achievement's Programs 1990-1991. Report No. 91-4.***
Source: *Seattle Public Schools, Wash.*
Publication Year: *1991*
Notes: *24 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Three programs sponsored by the Seattle (Washington) public schools' Office of Academic Achievement were evaluated: the Academic Achievement Project, Early Childhood Model (ECM) Schools, and Pilot Projects. Academic Achievement projects were designed to increase the academic achievement of at-risk learners and to decrease disproportionality. The ECM is a philosophy of early childhood education organized around a set of core characteristics. There were five pilot projects: two were building-based methods for restructuring schools; one focused on oral language and multicultural history; one was a computer-aided instruction system; and another was library based and encouraged parents reading with their children. Data were collected through interviews, observations, teacher questionnaires, and score analysis. The following were the major findings: (1) change was slow and gradual; (2) ease of implementation of the pilot projects was varied; (3) some classroom attitudes began to change; (4) there were no measurable effects on

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achievement gains or any reduction in disproportionality; and (5) there were substantial correlations between the level of implementation and achievement gains: as the level of implementation increased, achievement gains increased. The report includes four references and a table summarizing the data. (JB)

ED338769
Title: ***Intercultural Programs: Program Evaluation Report, July 1991.***
Source: *Des Moines Public Schools, IA. Office of Intercultural Programs.*
Publication Year: *1991*
Notes: *51 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This report evaluates the Des Moines (Iowa) Independent Community School District (DMICSD) Intercultural programs. The following types of programs are in place: (1) a Voluntary Transfer Program; (2) paired schools; (3) magnet schools; (4) Extended Day Kindergarten; (5) English as a Second Language (ESL)/Bilingual Education; (6) a Bilingual Community Liaison/Advisor Programs; (7) multicultural, non-sexist education; (8) Minority Achievement Program; (9) affirmative action; (10) minority community liaison; and (11) discrimination compliance. In 1990-91 3,575 students were involved in the desegregation plan and the ESL/Bilingual programs. Budget expenses for salaries, benefits, materials, supplies, travel, and staff development were $1,307,455, with sources for funding including Federal Chapter II, state Title VII, state weighted formula for non-English speakers, and a general fund. DMICSD's The Office of Intercultural Programs staff provided leadership, guidance, and support to staff, students, and parents through inservice programs, staff development, and professional meeting opportunities. A survey of staff, students, and parents of ESL student indicated the need for a night high school for at-risk students and parents of ESL students. Internal and external audits were also conducted. Included are five tables. Three appendices present one table, a study survey, and a form for filing a complaint of discrimination. (JB)

ED338752
Author: *Caliguri,-Joseph-P.; Krueger,-Jack-P.*
Title: ***A Selective Bibliography Update on Multicultural Education.***
Publication Year: *1990*
Notes: *52 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This selective annotated bibliography reflects a rich history of cultural, racial, and ethnic diversity that should be expressed through multicultural education in U.S. schools. It describes 115 books, journal articles, and reports concerned with issues related to multiculturalism and global studies at all educational levels. Entries, published from 1977 through 1988, are grouped according to the following headings: (1) cultural pluralism; (2) multicultural and ethnic studies for Hispanic American, African American, Asian American, and Native American groups; (3) multicultural education; (4) international studies; and (5) miscellaneous. For each citation, the authors, publication date, title, publication source, and a descriptive abstract are provided. Document numbers from the Educational Resources Information Center (ERIC) are given when available. (SLD)

ED338536
Title: ***One Nation, Many Peoples: A Declaration of Cultural Independence. The Report of the New York State Social Studies Review and Development Committee.***
Source: *New York State Education Dept., Albany.*
Publication Year: *1991*
Notes: *94 p.; For a related document, see SO 021 665.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: The committee that produced this report was asked to review existing New York State social studies syllabi and to make recommendations to the Commissioner of Education designed to increase students' understanding of U.S. culture and its history; the cultures, identities, and histories of the diverse groups that comprise U.S. society today; and the cultures, identities, and histories of other people throughout the world. A review of the existing syllabi respecting these concerns found them to be inadequate. The syllabi were found to contain insensitive language, to draw upon too narrow a range of culturally diverse contexts, and to omit content, felt to be essential, specific to some groups and areas of the world. Among the committee's overall recommendations were that the present New York State social studies syllabi be subjected to detailed analysis and revision to provide more opportunities for students to learn from multiple perspectives and to remove language that is insensitive or that may be interpreted as racist or sexist. The committee also made recommendations concerning the specific areas of teaching and learning, the State Syllabi, and guidelines for implementation. The report concludes with reflective commentaries by several members of the committee in which some dissents are registered and in which others expand upon positions that are held by specific committee members. (Author/DB)

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ED338472
Author: *Bina,-Clarence-A.*
Title: ***The Bonfire of the Buffalo Commons: A Multicultural View from the Mid-Continent.***
Publication Year: *1991*
Notes: *42 p.; Paper presented at the Regional Equity Consultation Meeting of the Midcontinental Regional Educational Laboratory (Aurora, CO, October 5-7, 1991).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: Much of today's multicultural education is ethnocentric and has little apparent concern for cross-cultural contacts, our best hope in ameliorating racism. Increasingly, multiculturalism exalts particular racial and ethnic pride at the expense of social cohesion of the American society as a whole. However, the notion of a "common American culture" has become suspect because it is seen as white, Eurocentric, and elitist. Since most people agree that no one can learn much without content, the question becomes, Whose history is taught? In reviewing debates on multicultural education, the fact that the United States social and economic system is based on the western tradition is emphasized. Another issue in multicultural education is that educators are generally not comfortable with teaching about alternate cosmologies or religions, but these are essential elements for understanding other cultures. Management education in both business and public administration has generally ignored multicultural issues. The ways in which the North Dakota state department of education is "managing" multiculturalism are discussed, including policies, staff development and training, personnel practices, research, and advocacy. Appendices contain a list of 8 findings on 420 teacher training institutions relative to multicultural education, and a chart showing numbers of persons in administrative positions by gender and race in the university systems of North Dakota, South Dakota, Montana, and Wyoming.

ED338436
Author: *Spodek,-Bernard, Ed.*
Title: ***Educationally Appropriate Kindergarten Practices. NEA Early Childhood Education Series.***
Source: *National Education Association, Washington, D.C.*
Publication Year: *1991*
Notes: *113 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: The basis for educationally worthwhile activities in kindergarten is examined in a series of papers that also provide examples of how kindergarten programs can be organized and worthwhile learning presented to children. Long-term projects or units are seen as useful vehicles of instruction, and organizing teaching around topics or themes is shown to help teachers present complex ideas. Theoretical discussions are combined with examples of practical application. The papers and authors are: "What Should We Teach Kindergarten Children?" (Bernard Spodek); "Developing an Integrated Unit for Kindergarten" (Patricia Clark Brown); "Long-Term Projects" (Melanie Turnipseed Kenney); "Fostering Emergent Literacy in a Publishing Center" (Jeanette Allison Hartman); "Integrating Multicultural Perspectives into Early Childhood Education" (Min-Ling Tsai); and "Creating Meaningful Kindergarten Programs" (Mary Gatzke). Contains 82 references. (LB)

ED338382
Author: *Skelton,-Sarah-C.*
Title: ***Our Shrinking World: The Need for Cultural Awareness.***
Publication Year: *1991*
Notes: *11 p.; Paper presented at the Annual Conference of the Association for Childhood Education International (San Diego, CA, April 20, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper discusses the characteristics of middle school students and teachers, and provides suggestions for the development of cultural awareness at the middle school level. Between the ages of 10 and 14 years, adolescents experience rapid physical growth, changes in social relationships and in emotions, and changes in intellectual development from concrete to abstract operations. Middle school educators must keep these changes in mind if they are to provide a high quality educational environment. Cultural awareness education programs should increase students' knowledge of cultures and minority groups, and minimize students' prejudice toward others who are different. A cultural awareness program should include: (1) an interdisciplinary approach; (2) interesting curricular materials; (3) development of skills in analysis and critical thinking; and (4) materials and activities which are authentic and multidimensional, and involve cognitive and affective skills. A reference list of 22 items is provided. (BC)

ED337805
Title: ***Literature. Special Collection Number 8.***
Source: *ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.*

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Publication Year: *1991*
Notes: *85 p.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literature--helping students to understand and appreciate it, and using literature to improve reading and writing skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED337766

Title: ***McRAT Report--Multicultural Reading and Thinking.***
Source: *Arkansas State Dept. of Education, Little Rock.*
Publication Year: *1991*
Notes: *18 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This report describes the instruction, assessment, and staff development of the Multicultural Reading and Thinking (McRAT) program and summarizes the results of a one-year study conducted in 1989-90. (McRAT is a nationally recognized staff development program designed to help teachers infuse higher order thinking skills and multicultural concepts into the existing curriculum.) The report (1) outlines the 4 kinds of reasoning--analysis, comparison, inference/interpretation, and evaluation--that students can use in academic subjects; (2) discusses various types of writing assessment;
(3) describes the staff development program offered by McRAT; and (4) offers the (positive) results of a study designed to gain information on the effectiveness of the McRat instructional approach. Ten figures and three tables of data are included.(PRA)

ED337540

Author: *Parrenas,-Florante-Y.; Parrenas,-Cecilia-Salazar*
Title: ***Cooperative Learning, Multicultural Functioning and Student Achievement.***
Publication Year: *[1990]*
Notes: *20 p.; Document contains light print.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: Cooperative learning (CL) is reviewed as a tool for helping educationally disadvantaged or limited-English-speaking students. A review of meta analyses and literature on CL indicates its effectiveness when both group goals and individual accountability are incorporated into learning methods. The achievement gap between traditional majority students and the "new majority" (minority group students whose numbers equal or exceed the old majority) is widening, and the schools have not adopted effective practices to create positive ethnic and race relations. Basic elements of CL are positive interdependence, individual accountability, group processing, interpersonal and small group skills, and face-to-face promotive interaction. CL can help eliminate ethnocentrism and racism; and it is also valuable in socializing students, many of whom lack the social skills needed for school or work. The changing nature of society requires a shift in teaching approaches, with the emphasis on content balanced with an emphasis on process. CL will facilitate this shift even as it enhances achievement gains. Teachers will also benefit from implementation of CL approaches to interaction. A nine item list of references is included. (SLD)

ED336814

Author: *Brown,-Brenda-B.*
Title: ***Supporting Teachers in a Multicultural School Environment: An Analysis of the Role of a Staff Developer.***
Publication Year: *1991*
Notes: *41 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: Empirical data on the explicit and implicit roles played by staff developers in structuring a multicultural staff development program for teachers are presented in this paper. Methodology involved participant observation; document and content analyses; a teacher survey; and seven interviews with school district administrators, principals, subject area coordinators, staff developers, and teachers in an urban school system implementing a multicultural curriculum program in grades 4-8. Findings indicate that despite institutional and personal

barriers, staff developers played significant roles in conducting demonstration lessons, linking curriculum and staff development, and maintaining teacher interest. A paradigm for integrating staff and curriculum development is developed, based on the following recommendations: clearly defined expectations; requirements for multicultural teaching in teacher evaluation; coordination at the state, district, and school levels; provision of long-term fiscal support; and periodic evaluation. One figure illustrating the paradigm is included. Appendices outline the philosophy and goals of multicultural education. (59 references) (LMI)

ED336439

Author: *Benard,-Bonnie*
Title: ***Moving toward a "Just and Vital Culture": Multiculturalism in Our Schools.***
Source: *Northwest Regional Educational Lab., Portland, Oreg.; Western Center for Drug-Free Schools and Communities.*
Publication Year: *1991*
Notes: *32 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This paper addresses the key findings of a previous study exploring the relationship between ethnicity and substance abuse and discusses them in relation to the school's role in prevention. Substance abuse cannot be addressed in ethnic communities without also addressing poverty, lack of adequate housing, health and child care, education, employment, and the underlying Ethnic Groups; *Ethnicity; of racism. Since educational institutions have traditionally been a stepping stone for underprivileged minority groups, schools have a role to play in adopting policies and programs demonstrating an appreciation for our rich cultural heritage. Components for creating a multicultural school environment are as follows: (1) active involvement of the school community, including representatives from the ethnic groups in the school; (2) a school policy committed to all students successfully receiving an education affirming human diversity; (3) redistribution of power within the school and classrooms to include cooperative learning, peer resource programs, cultural sensitivity training, and instruction in the rules of the culture of power; (4) high expectations by teachers for ethnic minority and youth; and (5) infusing curricula with multicultural content, valuing primary languages, avoiding the labels of ethnic-specific learning styles, and hiring ethnic minority teachers when possible. Key findings from "Prevention Research Update Number Two" for Asian American, Black, Hispanic, and Native American youth are summarized in four lists. A list of 80 references is included. (CJS)

ED336402

Title: ***Multicultural Reading and Thinking. Executive Summary and McRAT Report.***
Source: *Arkansas State Dept. of Education, Little Rock.*
Publication Year: *1991*
Notes: *19 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The Multicultural Reading and Thinking (McRAT) Program of the Arkansas public schools is described, and results of a study of its effectiveness are reported. The McRAT Program is a process that empowers teachers to refocus instruction and restructure standard curricula for higher order thinking. The multicultural emphasis provides a meaningful context for thinking activities and encourages parent and community involvement. Instruction focuses on: (1) analysis; (2) comparison; (3) inference and interpretation; and (4) evaluation. Assessment of student progress and achievement involves several performance-based measures, including portfolios, with emphasis on student writing. In 1989-90, a study was conducted involving 340 randomly-selected students in the McRAT Program in grades 4, 5, and 6 in six schools. Achievement of these students was compared with that of students receiving typical instruction. McRAT Program students made significant progress in their abilities to reason and to communicate in writing, and their achievement gains were significantly higher regardless of socioeconomic factors. Implications for compensatory education, teacher training, and educational reform are discussed in the context of the National Education Goals for the Year 2000. Ten figures and three tables are included. (SLD)

ED336311

Author: *Donley,-Susan-K.; And-Others*
Title: ***A Sampler of Ethnic Crafts.***
Source: *Pittsburgh Univ., PA. Pennsylvania Ethnic Heritage Studies Center.*
Publication Year: *1990*
Notes: *75 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This curriculum guide provides a sampler of the wide variety of expression practiced by cultural groups all over the world. The guide was developed to help fill the need for multicultural art resources that are

respectful of both modern art education philosophy and of authentic, sensitive representation of other cultures. The types of materials represented in the guide include, fiber and fabric, paper and leather, wood, ceramic, metal, and other materials. Some of the ethnic groups represented include peoples from Ghana, Laos, Russia, and Peru, as well as Native Americans and German immigrants to Pennsylvania. To help teachers introduce each of the crafts within a cultural context, an illustration and short description of each craft tradition is provided, as well as directions on how to create the craft work in the classroom, motivation suggestions, background information, and a map for each of the ethnic groups represented. A 22-item bibliography appears at the end of the book for teachers who wish to explore further. (DB)

ED336251

Author: *LaCounte,-Deborah; And-Others*
Title: ***A Plan for American Indian Education in Montana. Recommended Goals.***
Source: *Montana State Office of the Commissioner of Higher Education, Helena.*
Publication Year: *1991*
Notes: *67 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This report lists recommendations made to the state administration, legislature, and various education administrative bodies, addressing the education of Indian people in Montana. The State of Montana and its education entities are asked to establish specific objectives, action plans, and evaluation strategies to complete the validation process of an educational sequence for American Indians in Montana. Problems include low educational attainment, high drop-out rates, high poverty rates, and high unemployment rates. Separate goals and suggested actions are recommended to the governor, the legislature, the Board of Regents, the Board of Public Education, the Office of Public Instruction, and the Local Boards of Trustees. The set of recommendations to each body includes statements of goals and suggested actions associated with each goal. The Montana Advisory Council for Indian Education conducted a statewide forum to gather information about the educational needs of Montana Indians. This work was followed by a retreat that developed strategies to address issues identified by forum participants. Additional input was gathered by the Montana Committee for American Indian Higher Education. Extensive appendices include a map of Montana reservations and tribes, policies pertaining to American Indian Education, mission statements and philosophies of various tribal groups, a definition of American Indian, and statistical data about Indian students in Montana from the Office of Public Instruction, the Montana University System, and the Bureau of Indian Affairs. Lists of participants in the three meetings conducted to gather information for this report are also included. The glossary contains frequently used acronyms. (KS)

ED335270

Title: ***Inheriting the Theory: New Voices and Multiple Perspectives on DBAE. Proceedings of a Getty Center for Education in the Arts National Invitational Seminar (Austin, Texas, May 4-7, 1989).***
Source: *Getty Center for Education in the Arts, Los Angeles, CA.*
Publication Year: *1990*
Notes: *108 p.*
EDRS Price - *MF01/PC05 Plus Postage.*

ABSTRACT: Proceedings from a seminar devoted to a discussion of issues related to discipline-based art education (DBAE), this document features three scholars addressing a given topic from the perspective of their particular discipline and experience in the field. Six topics were explored: (1) "New Voices on the Integration of Art Disciplines"; (2) "New Voices on Cognition and Teaching"; (3) "New Voices on Multicultural Concerns"; (4) "New Voices on Growing Up with Philosophy and Aesthetics"; (5) "New Voices on Evaluation and DBAE Teaching Effectiveness"; and (6) "Familiar Voices Respond to the New Voices and Reflect Upon Three Generations." A summary of the remarks of the three scholars on each of the six topics is included as well as a summary of the work of discussion groups that were formed around each of the topics. (DB)

ED334320

Author: *Young,-Russell-L.*
Title: ***A Paradigm for Examining Multicultural Education.***
Publication Year: *1991*
Notes: *23 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Scholars and practitioners in the field of multicultural education need a historical perspective on the role of cultural pluralism throughout U.S. history. This paper begins by tracing the role schools have played in socializing people to assimilate to an Anglo-Saxon society and discussing the rise of the ideals of cultural pluralism in

U.S. schools. Rising nationalism after the Revolutionary War and the War of 1812, combined with the growing need for a work force in the Industrial Revolution, spurred the rise of common schools in the 1800s. Large, diverse urban populations made educators more aware of the role of schools as a unifying force. As a result, all of the states had compulsory education laws by 1930, the core curriculum being strongly influenced by the Anglo-Saxon interpretation of Americanism. The paper describes Banks' model of ethnic revitalization, using it to frame an understanding of assimilation efforts in New York and Minnesota in the early 1900s, then discusses possible reasons why the multiethnic movement of the 1970s failed to replace Eurocentrism with democratic cultural pluralism. The following suggestions are made for those in the field of multicultural education: (1) provide equal access to benefits for all members of society, shifting from a win-lose to a win-win philosophy; (2) recognize the diversity between and within cultures and not rely on polarized education programs; (3) understand oneself as a cultural being; (4) recognize and counter deficit models of achievement; and (5) increase skills necessary for a culturally diverse society. A list of 45 references is appended. (CJS)

ED334145

Author: *Reide,-Jerome-L.*
Title: ***Multicultural Education Resource Guide: African Americans, Asian Americans, Hispanic Americans, and Native Americans.***
Source: *Michigan State Board of Education, Lansing.*
Publication Year: *1990*
Notes: *164 p.*
EDRS Price - *MF01/PC07 Plus Postage.*

ABSTRACT: A resource guide is presented that is designed to broaden and deepen K-12 educators' understanding of four major racial, ethnic, and cultural groups. For each of the four groups, African Americans, Asian Americans, Hispanic Americans, and Native Americans, a background essay on the history of that group in the United States is included as well as an annotated bibliography listing suggested resources. An appendix contains resources recommended for planning workshops about each of the four groups. (DB)

ED334124

Author: *Dufrene,-Phoebe*
Title: ***Exploring Native American Symbolism.***
Publication Year: *1990*
Notes: *18 p.; Workshop presented at the Convention of the National Art Education Association (30th, Kansas City, MO, April 5-9, 1990). For related documents, see SO 021 404-406.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper described the events and results of a workshop on Native American symbolism presented to educators and held in Kansas City, Missouri. The presenter maintained that some of the most crucial problems facing U.S. educators and students are caused by racial misunderstandings, and that the universality of artistic expression can be a vehicle for cross-cultural and multi-cultural dialogue. It was stressed that the exploration of Native-American imagery should be part of any art curriculum. However, it was argued, when Native-American art is studied, the past is usually emphasized. Romantic misconceptions of Indians as non-technical, stone-age artisans dominate the literature, thereby reinforcing the tendency to dismiss the evolving, contemporary Native-American culture. The workshop offered participants the opportunity to express their feelings via Native-American symbolism. Participants first viewed an intertribal powwow videotape; the powwow was presented as an aesthetic experience as a time for learning and carrying on a rich cultural heritage. The symbolic significance of the appearance of the participant flag bearers, singers, drummers, and dancers as they entered the powwow arena, was explained. The videotape was followed by a slide show that featured works emphasizing the present and future direction of Native-American art. These included Northwest Coast masks carved in the 1980s, contemporary crafts, and paintings by Fritz Scholder. Participants then created their own symbolic images, during which time, sage, an Indian herb/incense, permeated the air. Some of the works created are described in the report. This method of introducing Native-American culture, it was concluded, is respectful of tradition. (KM)

ED334038

Author: *O'Sullivan,-Rita-G.; Baber,-Ceola-R.*
Title: ***Evaluation of School Incentive Teams and Multicultural Training To Increase Success for High-Risk Students in a Rural City School District.***
Publication Year: *1991*
Notes: *22 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper presents the results of a study of a low-cost dropout prevention program in a rural, small city school district (approximately 3,500 students) that used school incentive teams and multicultural training to increase

success for students at risk of dropping out of school. Selected teachers in the eight schools in the district were organized into school incentive teams. Teams of four to six teachers met with university faculty to formulate dropout prevention action plans. The initial dropout prevention plans focused on making the school environment more inviting to students and emphasized non-academic areas in which the school incentive teams could create opportunities for positive recognition of students. Evaluation of the programs was based on written dropout prevention plans, field notes of meetings held, school observations, and school attendance records. Ten teachers, counselors, and administrators participated in multicultural training aimed at identifying attitudes, perceptions, knowledge, and skills concerning cultural diversity. The results of the program show it to be effective in maintaining a high level of teacher interest and effort in improving school success for at-risk students. No improvement in student attendance was noted. Results of the multicultural training show a positive impact on the attitude of school personnel toward at-risk students who are culturally different. This paper contains 16 references. (KS)

ED333732

Author: *Leach,-Valerie*
Title: ***Hispanic Cultures through Literature.***
Publication Year: *1991*
Notes: *35 p.; Paper presented at the Annual Meeting of the California Association for Bilingual Education (1991).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: A method for planning multicultural lessons for both regular and gifted and talented students, and sample lessons, are presented. The approach was developed in order to introduce Hispanic culture through literature in a bilingual classroom. All materials are constructed based on Bloom's taxonomy of educational objectives. The lessons were developed to show similarities between people and their roots, celebrate the positive aspects of diversity, and develop pride in heritage. The units are suggested for use in cooperative learning groups or as bases for discussion, individual work, and more advanced assignments for individual students. Lesson format includes initial input (pre-reading, reading, and post-reading activities), small group activities for both regular and gifted students, and culminating activities (pre-evaluation, revision, presentation of unit product, post-evaluation, and product display). Seven lessons, in both English and Spanish and including reproducible visual aids, have the following topics: family; favorite things; sweet foods; adventure; interpersonal relationships; a Nicaraguan legend; food and ecology; creation; and the meaning of legend. Suggested grade levels are indicated. Additional generic activities for each level of cognitive functioning are appended. (MSE)

ED333620

Author: *Gollnick,-Donna-M.; Chinn,-Philip-C.*
Title: ***Multicultural Education for Exceptional Children. ERIC Digest #E498.***
Source: *Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.*
Publication Year: *1991*
Notes: *3 p.; Based on "Multicultural Education in a Pluralistic Society," Third Edition, by Donna M. Gollnick and Philip C. Chinn.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This digest examines the demographic composition of the U.S. school-age population, and derives an estimate of 1.4 million children with disabilities who are minority group members. The digest notes the purposes of multicultural education for all students and stresses the teacher's role in recognizing forms of bias in textbooks and other instructional materials. Forms of bias include invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation, and language usage. The digest also discusses the importance of making the curriculum multicultural, recognizing subtle and unintentional biases in teaching behavior, organizing learning environments conducive to individual students' cognitive styles, and creating a positive school climate. (Nine references) (JDD)

ED333484

Author: *Fuchs,-Lucy*
Title: ***Gold from the South: Hispanic Literature.***
Publication Year: *1991*
Notes: *15 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: New Hispanic immigrants to the United States bring with them a different world view and a desire to succeed in a new country. They also find resistance to their presence, prejudice against their language, and ignorance of their customs on the part of many older, more settled Americans. In addition, children quickly learn that their old customs are not valued by the larger population, and often adopt this disdain for their family traditions. But

these children are paying too high a price for their assimilation, as they are losing their own characteristics, traditions, and values. Most Americans are woefully ignorant of all aspects of Latin American life. Through Latin American stories such as "The Legend of Food Mountain," "Atariba and Niguayona," "Mother Scorpion Country," "The Invisible Hunters," and "How We Came to the Fifth World" among others, Americans can learn to appreciate the many facets of culture that Hispanics bring to this country. In addition to offering these stories, teachers can use activities such as comparing creation stories, inviting immigrants, and celebrating Hispanic holidays to help children to understand the stories and the cultures of Hispanic Americans. (A list of 16 classroom activities is attached.) (PRA)

ED332907

Author: *Lane,-Sarah; Turkovich,-Marilyn*
Title: ***Los Dias de Los Muertos. The Days of the Dead. 1991 Edition.***
Source: *World Eagle, Inc., Wellesley, MA.*
Publication Year: *1991*
Notes: *41 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: The Dias de los Muertos is a celebration of Mexico that is a recognition of mortality, transience, and death, and a celebration of life, hope, and resurrection. This curriculum activity book begins with a general introduction to the festival followed by sections of explanations and activities intended to engage the learner in various aspects of the holiday. Each section begins with a brief reading that provides adequate information to complete the accompanying activity exercise. Most activities are complete in themselves and can be presented singly. The material can be used equally well by students working individually or in a group led by the teacher. An annotated bibliography and a general bibliography are included. (DB)

ED332799

Author: *Ball,-Wesley-A.*
Title: ***Music: An Avenue for Cultural Literacy.***
Publication Year: *1991*
Notes: *20 p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (42nd, Atlanta, GA, March 15, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper discusses aspects of the role of music in the preschool setting. The teaching and singing of folk songs are an avenue through which cultural literacy can be explored. A sensory approach to song learning that includes visual, kinesthetic, and aural stimuli increases children's vocabulary. Some theories suggest that musical intelligence is only one of several forms of intelligence. Without active musical involvement, there is a loss of children's musical aptitude between ages five and six. Because art forms are not isolated in the child's world, music can be used as a companion to other forms, such as dramatic play and stories. Strategies for teaching must be active. When such styles are used, children will be involved through sensory modes of learning. In conclusion, research shows that musical aptitude becomes stabilized before age nine, and that more consideration must be given to the musical experiences of children between the ages of three and eight. Appendixes contain songs and examples of active listening teaching strategies. (BC)

ED331943

Author: *Barger,-Robert-N.*
Title: ***Evaluating Multicultural Education.***
Source: *Eastern Illinois Univ., Charleston.*
Publication Year: *[1991]*
Notes: *15 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This learning module comprises three activities that provide the opportunity to evaluate: (1) one's own level of cultural awareness; (2) cultural bias in textbooks; and (3) aspects of multiculturalism in a secondary school. The first activity, "Your Own Cultural Awareness," uses "Morgan's Central West Virginia Cultural Awareness Quiz" to demonstrate the experience of minority group students faced with tests that have been standardized on the white, middle-class experience and vocabulary. The 20-item multiple-choice quiz has been standardized on the experience of a poor, white Appalachian person. The second activity, "Biases in Textbooks," requires the evaluation of a college or secondary school textbook on the basis of the following criteria: (1) invisibility; (2) stereotyping; (3) selectivity and imbalance; (4) unreality; (5) fragmentation or isolation; and (6) language. The third activity, "Multicultural Life in Today's School," requires a site visit to a secondary school with at least a 20 percent minority group student enrollment and observing the following: (1) teacher expectations; (2) interracial and intergender interactions; (3) seating plans; (4) racial and gender composition of the teaching staff and administration; and (5) evidence of a multicultural curriculum. Written communication and cultural exchange

with a secondary school student is suggested as an alternative activity. A three-item bibliography and the answers to the quiz are appended. (FMW)

ED331641
Author: *Kagan,-Sharon-L.; Garcia,-Eugene-E.*
Title: ***Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda.***
Source: *ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.*
Publication Year: *1991*
Notes: *38 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: Despite growing interest in children's policy and in research regarding childhood bilingualism and language acquisition, the early care and education of linguistically and culturally diverse preschoolers remains a matter of much concern. Relative inattention at the level of policy to the needs and interests of such children is due to several causes, including widely and tenaciously held personal beliefs, political ideologies, misperceptions regarding the lack of a demographic imperative, and disciplinary fragmentation among academics. Four fundamental isssues must be addressed if policy and practice in this domain are to improve. The issues are: (1) socialization, resocialization, and the family/child relationship; (2) modalities of instruction; (3) contextually discontinuous strategies; and (4) sub-system creation versus system reform. Each issue is discussed. Action principles and leadership strategies are presented in hopes of moving an action agenda to ensure that linguistically and culturally diverse preschoolers have access to high quality and developmentally appropriate preschool experiences. Thirty-six references are included. (RH)

ED330762
Author: *Theel,-Ronald-K., Ed.*
Title: ***Planning for Multicultural Education at the Elementary and Middle School Levels.***
Source: *Syracuse City School District, N.Y.*
Publication Year: *[1990]*
Notes: *14 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The Syracuse City School District recognizes that infusing the curriculum with multicultural education is essential to equal educational outcomes. The following recommendations for the elementary level are made: (1) every curriculum area should be taught with a multicultural perspective; (2) field trips should be organized to expose students to culturally diverse experiences; (3) assemblies should be organized around multicultural themes; (4) multicultural classroom materials should be designed focusing on cognitive and affective domains; (5) cooperative learning should be used; (6) literature should represent multicultural perspectives and experiences; and (7) self-directed free play and structured games should be encouraged. The following recommendations for the middle schools are made: (1) multicultural education should be integrated into the total school program through an interdisciplinary approach; (2) curricular focuses should include the development of critical thinking skills; (3) multicultural classroom materials should be designed focusing on cognitive and affective domains; (4) materials, activities, and experiences should be varied; (5) cooperative learning groups and peer tutoring should be used; (6) a home-based guidance program should provide positive role models; (7) a mentor program should use community members with culturally diverse backgrounds; and (8) teaching strategies should reflect the learning styles of students from diverse cultures. Statistical data in four graphs are appended. (FMW)

ED330219
Title: ***Colorado Directory of Multilingual/Multicultural Resources, 1991.***
Source: *Colorado State Dept. of Education, Denver. Office of Educational Services.*
Publication Year: *1991*
Notes: *80 p.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: This directory is designed for school districts and others in search of quality educational services for limited-English-proficient and language-minority students, especially refugees and immigrants. The directory lists multilingual and/or multicultural individuals and government, non-profit, and private organizations that will assist with translation, interpretation, and cross-cultural training. Individuals are listed alphabetically according to language group (African, American Indian/Native American, Asian, European, Middle Eastern, Oceanic/South Pacific, and U.S.S.R.) and organizations are listed alphabetically in a separate section. An appendix lists the national origins of the languages spoken by students in Colorado's public schools. An index offers cross-reference to entries by language or geographic area. (MSE)

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ED329506
Author: *Ring,-Diane-M.*
Title: ***Hindu Mythology: Gods, Goddesses and Values.***
Publication Year: *1990*
Notes: *24 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This unit on Hindu mythology is designed to help secondary students see beyond the exotic elements of another culture to the things its people have in common with people in the West: a continuous effort to find a purpose in existence, to explain the unknown, and to define good and bad, right and wrong. Students are asked to analyze Hindu religious stories in order to understand the Hindu worldview and moral ideals, and then to compare them with their own and those of the West. Five lessons are presented: (1) The Hindu Triad; (2) The Ramayana; (3) The Image of Women; (4) Hindu Worship; and (5) Religion: A Comparative Essay. For each lesson a number of objectives are identified, several activities are suggested, and the materials needed to complete the lesson are listed. A 15-item bibliography also is included in the document.

ED329490
Author: *Zimmerman,-Enid*
Title: ***Teaching Art From a Global Perspective. ERIC Digest.***
Source: *Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.*
Publication Year: *1990*
Notes: *4 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: In global education programs, emphasis on commonalties shared by all peoples and the understanding and appreciation of differences within various cultures and subcultures may provide strong rationales for those who wish to teach art in a social context. Global education should not be viewed as a discipline with particular content or subject matter, rather it should be seen as an approach to the study of culture that can focus on international concerns or those related to study of students' own local communities. To prepare students to be citizens in a global age, educational efforts need to be undertaken to bring about changes in content, social context, and methods through which cultural values are taught. These changes in terms of a social context include moving from (1) a mono-national context to a multinational context; (2) a mono-cultural context to a multicultural context; and (3) a school-bound context to a community involving context. Art teaching is discussed from multinational, multicultural, and community-based contexts and as part of global education. A 16-item reference list concludes the digest.

ED329459
Author: *Angry,-Raymond*
Title: ***Enhancing Ethnic Relations through Teaching Multicultural Education in the Secondary Schools.***
Publication Year: *1990*
Notes: *71 p.; Ed.D. Practicum, Nova University. Contains sporadic thin type.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: Enhancing ethnic relations among students of diverse ethnic backgrounds was the aim of this practicum. A specific goal was to aid students in developing positive communication skills needed to enable them to work in collaborative learning groups without feelings of ethnic inferiority or ethnic superiority. Students were taught the vocabulary necessary for learning about other ethnic groups. They identified the countries of their peers' heritages, and each student wrote essays about two of them. They were provided with 12 weeks of lessons, activities, and projects that were designed to increase their knowledge and build positive communication skills, thereby enhancing ethnic relations among them. Outcomes of the practicum were very positive. All five objectives were achieved and surpassed in most areas. There were additional successes, such as students sharing the knowledge gained about other ethnic groups with their peers, parents, and teachers. The data from this practicum indicated the following: (1) students increased vocabularies from learning about other cultures; (2) students were able to name the countries of origin of their peers; (3) students improved their communication skills; and (4) students played, worked, and related more positively with their peers. A number of tables appear throughout this report. Six appendices are included, as is a 21-item list of references. (Author/DB)

ED329407
Author: *Fenton,-Ray*
Title: ***Integrating Intercultural Education: The Anchorage Alaska Experience.***
Publication Year: *1991*
Notes: *15 p.; Paper presented at the Intercultural Communication and Instruction Interest Groups at the Western States Communication Association Convention (Phoenix, AZ, February 15-20, 1991).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The desire for students to understand and respect each other is a primary motivation for the effort to integrate multicultural education into all aspects of the Anchorage School District (Alaska) curriculum. The Anchorage curriculum emphasizes the cultural heritage of Alaska Natives, other resident ethnic groups and Pacific Rim cultures. In recent years, this emphasis broadened to include a more international focus. At the elementary grades, the intercultural curriculum is for the most part integrated into the social studies and language arts programs. In the secondary grades, the program emphasizes particular courses and programs. The Bilingual and Multicultural Education Programs also involve students through a variety of programs and activities. The University of Alaska and Alaska Pacific University offer district-sponsored credit courses in bilingual education, intercultural education, and Native education for interested teachers. Result of a needs assessment of minority secondary students (n=246) show that prejudice, racism, and intercultural communication are not major concerns. Academic achievement, planning for future college and career, and developing personal relations predominate. The survey supports maintaining the effort to integrate cultural information into the existing curriculum rather than attempting to introduce cultural education as a separate entity. The integration of intercultural issues, materials, and instructional methods is an ongoing process that has support from the community, school board, and school district administration. (Author/KS)

ED328916

Author: *Thompson,-Deborah-L.; Meeks,-Jane-W.*
Title: ***Assessing Teachers' Knowledge of Multi-Ethnic Literature.***
Publication Year: *1990*
Notes: *39 p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: A study examined teachers' familiarity with selected multi-ethnic literature and their use of it in literature-based classrooms. A questionnaire surveyed 50 elementary teachers of whom 30 were from a K-5 inner city elementary school with a literature-based reading program, and 20 were classroom teachers completing requirements for a graduate degree in reading or library science. The survey instrument was constructed from a variety of genres, such as poetry, picture books, and biographies, and titles were subsumed under the following headings: Asian-American, Jewish-American, African-American, Native-American, and Hispanic-American. Teachers responded to each title by circling statements on a Likert-type scale numbered from 1 to 6 indicating whether they: (1) had used this material in the classroom in group instruction; (2) had recommended it for recreational reading; (3) had recommended it for research, reference, or resource; (4) had used it as read-aloud by the teacher; (5) were familiar with the title but had not used the book; and (6) were not familiar with the book. Results showed that the majority of teachers in the study were not familiar with multi-ethnic literature, with the exception of a limited number of African-American titles. Uses of the books were mainly limited to the "recreational reading" and "read aloud" categories. (Six tables of data are included. Appendixes contain the survey instrument and five lists of selected children's multi-ethnic literature in the various ethnic categories.) (SR)

ED328636

Author: *Perez-Selles,-Marla-E., Ed.; And-Others*
Title: ***Building Bridges of Learning and Understanding: A Collection of Classroom Activities on Puerto Rican Culture.***
Source: *NETWORK, Inc., Andover, MA.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.*
Publication Year: *1990*
Notes: *140 p.*
EDRS Price - *MF01/PC06 Plus Postage.*

ABSTRACT: This collection of 35 self-contained teaching activities about Puerto Rican culture for elementary school students is designed for teachers who wish to incorporate multicultural concepts into their curriculum or make their teaching more relevant to Puerto Rican students. All lesson plans and student worksheets needed for immediate classroom use are included. Section I, "Here and There: Location and Migration," explores the geography, climate, and location of Puerto Rico as well as issues that surround why people move from place to place. Section II, "Puerto Rico: A Blend of Cultures," highlights some of the history of the island, from the indigenous Taino Indians to the arrival of the Spanish to stories of several heroes from diverse backgrounds. Section III, "An Island Rich in Tradition," looks at Puerto Rican symbols and traditions, including holidays and celebrations that are important elements of Puerto Rican culture. Each unit includes basic background information for users who are unfamiliar with Puerto Rican culture; lists the unit's activities; and also includes suggested grade levels, subject areas, and time requirements. A variety of teaching strategies are employed to meet the different learning styles

of students. Some activities lend themselves especially well to the involvement of parents and community members. A chart relates each of the activities to the following major subject areas: (1) art; (2) language arts/English; (3) mathematics; (4) music; (5) science; and (6) social studies/geography. (FMW)

ED328552

Author: *Shulman,-Judith-H., Ed.; Mesa-Bains,-Amalia, Ed.*
Title: ***Teaching Diverse Students: Cases and Commentaries.***
Source: *Far West Lab. for Educational Research and Development, San Francisco, Calif.*
Publication Year: *1990*
Notes: *138 p.*
EDRS Price - *MF01/PC06 Plus Postage.*

ABSTRACT: This casebook was developed collaboratively by a researcher from Far West Laboratory, a staff developer/researcher from the San Francisco Unified School District, and 11 veteran teachers who teach in large metropolitan settings. It contains 14 narrative cases written by teachers about problems that all teachers face who teach ethnically and racially diverse young people in their classrooms. The teachers describe problematic events from their own experience. Some reflect back on incidents they encountered as beginning teachers, describe how they handled the situations, and examine what they have learned during the ensuing years. Others portray problems they are presently facing. The commentaries that follow each case analyze the situations and are designed to take different perspectives in interpreting the accounts. The book is grouped into four sections highlighting the ways in which the cases are similar to each other. The first two chapters deal with instructional events: the challenges of teaching new concepts and skills to diverse learners, especially when the teacher is white and the students are of color, and the problems of integrating non-English-speaking students into the classroom. The focus of the third chapter is interactions with individual or groups of students who are particularly challenging. In these cases, the teachers wrote about the ways in which their relationships with students contributed to, or in some cases, detracted from a learning experience. The cases in the last chapter portray the importance and influence of school/family relationships on student learning. An annotated bibliography of 16 items is included, as well as guidelines for writing a case. (JD)

ED328511

Author: *May,-Wanda-T.; And-Others*
Title: ***"Whose" Content, Context, and Culture in Elementary Art and Music Textbooks? Elementary Subjects Center Series No. 23.***
Source: *Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.*
Publication Year: *1990*
Notes: *65 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990). For a related document, see SO 030 491.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: An analysis and critique of two elementary textbook series: "Discover Art" by Davis Publications and "World of Music" published by Silver Burdett & Ginn are presented. "Whose content, context, and culture?" is an ideological question that assumes that equitable social relations and diverse ways of knowing ought to be valued and fostered in classrooms and curriculum materials in a democratic society. While this question deserves to be asked of any subject area's curriculum material, it is a crucial one for the arts. First, there is little evidence of analysis/critique of existing materials within the disciplines of art and music. Second, contemporary discourse in discipline-based art education (DBAE) recommends equitable treatment of production/performance, aesthetics, history, and criticism and more explicit attention to sequencing content in arts curricula. (Both of the above series claim to do this.) Finally, little research in art and music education has been conducted in the natural setting of classrooms to study how curricular content and materials are used or socially mediated. Two theoretical frameworks guide the analysis: (1) From a critical sociological perspective, texts are viewed as guiding or constraining the construction of meaning, and often this construction reflects the interests of a dominant social group (class, gender, race, or culture)--particularly when the texts are used uncritically as expository, authoritative texts.
What is possible in textbooks and schools partially depends on connections between schooling and its structures to economic, cultural, and political power in a larger sociopolitical context. This is one reason, for example, why textbooks look more alike than different across subject areas; (2) From the perspective of mediation, the text is viewed as another "participant" in instruction (rather than authoritative object) because teachers and students impose their own meanings on texts, and these meanings are derived from their past experiences and social relations in the classroom. Thus, neither teachers nor students are viewed as passive recipients of others' texts. Neither the curriculum nor the subject matter is to be found only "in the text." Both perspectives, however, suggest that knowledge is socially constituted and produced. Both acknowledge how and why particular ways of knowing may

be mutually produced/reproduced in light of other possibilities. (Author/DB)

ED328486
Author: *Hornstein,-Stephen-E.*
Title: ***If the World Is Round and Schools Are Flat, Can We Have Global Education in Schools? Contradictions, Questions, and Paradoxes of Global Education in Schools.***
Publication Year: *1990*
Notes: *22 p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Anaheim, California, March 24, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: A survey of recent literature on global education and observations of actual global education programs reveal that there is a wide gap between how global education is viewed in the abstract and how it is actually practiced. The argument is made that the nature, conduct, and purpose of schools are in conflict with the goals to which global education aspires. Changes in the basic structure of schools are necessary if global education is to truly flourish. A 37-item list of references is included.

ED328044
Title: ***Multicultural Nonsexist Education in Iowa Schools: Talented and Gifted.***
Source: *Iowa State Dept. of Education, Des Moines. Bureau of School Administration and Accreditation.*
Publication Year: *1990*
Notes: *21 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The pamphlet is intended to help local Iowa school curriculum committees implement the gifted and talented component of their school's multicultural, nonsexist education plan. First, basic definitions of 11 terms such as "multicultural education," "giftedness," and "disadvantaged" are provided. Next, the rationale and philosophy of multicultural education is explained followed by an extract of the Iowa code providing the legal authority for the program. The 4 program goals and their associated 22 objectives are outlined next. A program self-evaluation checklist is presented next which covers program structure, program materials, and teaching strategies. An annotated bibliography of 22 resource materials, four gifted and talented serial publications, and 13 resource organizations is also provided. (DB)

ED327613
Author: *Webb,-Michael*
Title: ***Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67.***
Source: *ERIC Clearinghouse on Urban Education, New York, N.Y.*
Publication Year: *1990*
Notes: *3 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Schools have introduced numerous programs and activities, intended to recognize the achievements of ethnic groups, in the belief that a multicultural education prepares students for life in an ethnically diverse society and also results in cognitive and affective benefits. Multicultural activities have the following goals: (1) to remedy ethnocentrism in the traditional curriculum; (2) to build understanding among racial and ethnic groups, and appreciation of different cultures; (3) to defuse interracial tensions and conflicts; and (4) to make the curriculum relevant to the experiences, cultural traditions, and historical contributions of minority groups. Studies also indicate links between multicultural education and improved academic achievement for African American and Hispanic American students. Most multicultural learning activities consist of discrete lessons organized around particular events. These activities may be confined to a particular classroom or can involve the entire school. Project Respecting Ethnic and Cultural Heritage (REACH) is a comprehensive, discipline-based multicultural program that infuses information on the history and culture of various groups into the middle school curriculum. Portland (Oregon) and Albuquerque (New Mexico) have also developed programs that integrate multicultural activities throughout the curriculum.
The following considerations in developing interdisciplinary programs are outlined: (1) needs assessment; (2) goals; (3) curriculum development; and (4) staff development. A list of nine references and a list of four resources are appended. (FMW)

ED327605
Author: *Foody,-Margaret; And-Others*
Title: ***Developing a Plan for Multicultural Education.***
Source: *Syracuse City School District, N.Y.*
Publication Year: *[1990]*
Notes: *21 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: An analysis of student achievement and the ethnicity of students and instructional staff in the Syracuse

(New York) City School District found a need to develop a multicultural curriculum that would ensure equal educational opportunity. A comparison of the scores of White, Black, and Hispanic elementary and middle school students on the IOWA Standardized Tests of reading and mathematics achievement showed the following: (1) the percentage of Black students needing remediation was more than double the percentage of White students; (2) there was a higher percentage of Hispanic students in the low range of performance than either Blacks or Whites; and (3) the percentage of White students in the high range of performance was generally four to five times larger than the percentage of Black or Hispanic students. An analysis of the ethnicity of teachers, administrators, and teaching assistants found that the racial/ethnic composition of the staff was not comparable to the racial/ethnic distribution of the students concentrated in urban schools. Recommendations for improvement are suggested in the following areas: (1) curriculum; (2) staff development; (3) staff recruitment; (4) parent and community involvement; and (5) elementary and middle school programming. Five graphs containing statistical data and a list of four references are appended. (FMW)

ED327490

Author: *Wheeler,-Alan-H.*
Title: ***Internationalizing the Curriculum through Cooperation, Collaboration, and Commitment.***
Publication Year: *1990*
Notes: *16 p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This paper discusses a 3-year project to promote an international perspective within schools, colleges, and departments of education in the United States. Guidelines excerpted from this project's statement of purpose clarify the project's goals. These guidelines cover: (1) administrative leadership; (2) curriculum; (3) faculty development; (4) student awareness; (5) resources; (6) service to local school districts, community agencies, and businesses; and (7) research. The paper discusses basic expectations for educators and professors who are involved in international education programs and plan to apply in their classrooms, schools, and programs those principles which affirm racial and cultural diversity. These principles include: self-understanding; understanding and acceptance of pluralism; and an affirmative approach to implementing international/multicultural education in the total school environment. The working goals for any effective foreign student program are listed, and the benefits of the global perspective to colleges and universities are described. (JD)

ED327432

Author: *Baker,-Frederick-J.*
Title: ***Internationalizing Public Education: Past Practices, Present Programs, and Future Promises.***
Publication Year: *1990*
Notes: *16 p.; Presented at the Annual Conference of the Comparative and International Education Society (March 22-25, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: As the world becomes increasingly interdependent, the role of public education in the United States becomes correspondingly vital. In order for the United States to function in such a world its young persons, the leaders of tomorrow, must be able to understand how such a world works. Yet, as recent studies have show, the youth of the United States are woefully underexposed to other countries' languages and cultures, and to U.S. foreign policies. Many states have been responding to this need through the establishment of commissions to recommend ways of introducing broader instruction in international studies into schools, or have mandated some form of international education in all grades, from kindergarten through high school. A multitude of issues concerning global education has yet to be fully addressed, however, including specific questions as to teacher training and curriculum design and development. Comprehensive changes in education is implicit in the need for a more globally literate U.S. citizenry. (DB)

ED327327

Title: ***Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care.***
Source: *Children's Foundation, Washington, D.C.*
Publication Year: *1990*
Notes: *147 p.*
EDRS Price - *MF01/PC06 Plus Postage.*

ABSTRACT: An anti-bias, multicultural approach to family day care is presented in this book. Part A provides a rationale for such an approach; Part B outlines ideas for children's anti-bias, multicultural projects; Part C describes children's books and adult resources, and lists sources of hard-to-find items such as multicultural dolls and puppets. Subsections of Part A concern family day care as as a site for the transmission of bias; characteristics of an anti-bias, multicultural approach; language and stereotypes; developmental tasks at different ages; parents as partners;

the family day care environment; and strategies to use with children. Subsections of Part B describe anti-bias, multicultural activities; and offer guidelines for celebrating nontraditional holidays. Subsections of Part C offer a checklist for books, toys, and materials; an annotated bibliography of 301 items of children's literature that are indexed according to gender of the main character, the race/culture of the main culture, multiethnic content and other characteristics, such as special need content and strong anti-bias message; an annotated bibliography of 32 resources for adults; a list of companies with anti-bias and/or multicultural books and materials; and a list of resource organizations. Fifty-seven references are included.

ED327326

Title: ***Helping Children Love Themselves and Others: A Resource Guide to Equity Materials for Young Children.***
Source: *Children's Foundation, Washington, D.C.*
Publication Year: *1990*
Notes: *57 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: Designed as a companion book to a handbook for family day care providers, this resource guide begins with a checklist for use by those selecting children's books, posters, recordings, and other teaching resources for family day care homes. The second section of the book offers an annotated bibliography of children's literature that includes the best antibias and multicultural books. The third section provides an annotated bibliography of resources for adults. Resources that help caregivers expand their understanding of antibias and multicultural issues were chosen for this bibliography. Many of the books contain information about specific cultures. Others outline learning activities for children. Companies with antibias or multicultural books and materials are listed in the fourth section. Some companies focus on antibias, peace, and multicultural materials; others have only a few items of this sort. (RH)

ED326997

Author: *Barto,-Susan*
Title: ***Embracing Diversity through Multicultural Education.***
Source: *National School Boards Association, Alexandria, VA. Educational Policies Service.*
Publication Year: *1990*
Notes: *9 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: The debate between particularism and pluralism is summarized, and multicultural education policies in six states (California; New York; Minnesota; Portland, Oregon; Milwaukee, Wisconsin; and Walled Lake, Michigan) are described. Recommendations include planning for demographic change, reviewing curriculum policies, and emphasizing staff development and recruitment. (LMI)

ED326970

Author: *Tye,-Kenneth-A., Ed.*
Title: ***Global Education: From Thought to Action. The 1991 ASCD Yearbook.***
Source: *Association for Supervision and Curriculum Development, Alexandria, Va.*
Publication Year: *1990*
Notes: *187 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: Viewed as a social movement for change, the global education movement calls for the infusion of a global perspective into all curriculum areas. Two assumptions of global education include the view of the individual school as the optimal unit for change efforts, and the importance of local teacher and school action for lasting school improvement. This yearbook defines global education, explains its importance, describes it implementation, and demonstrates its uses for school improvement. The first part examines the context of schooling in which a global perspective can be developed, and the second part is directed toward issues of practice. In chapter 1, Lee F. Anderson develops an argument for global studies in the schools. Barbara Benham Tye delineates the problems inherent in changing school curriculum in chapter 2. The last chapter of this section by Steven L. Lamy presents a framework for understanding extremist ultraconservative attacks on global education. In the next chapter, James Becker links global education to citizenship education. Jane A. Boston discusses educational leadership in global education in chapter 5. Ida Urso examines the role of teachers in chapter 6 and uses qualitative data to show how global education can promote cross-cultural understanding and be a renewing force for teachers. In chapter 7, Jan L. Tucker explores the complex problem of creating educational collaborations between schools and universities. Charlotte C. Anderson documents many ways in which global education involves schools and students with their communities in chapter 8. In chapter 9, Toni Fuss Kirkwood uses personal experience to show how and why global education has become a successful vehicle for school improvement. The conclusion, by Kenneth A.

Tye, explores themes gathered in a Center for Human Interdependence (CIH) field study of bringing a global perspective to school curricula. Chapters include references. (LMI)

ED326362

Author: *Spears,-Jacqueline-D.; And-Others*
Title: ***Accommodating Change and Diversity: Multicultural Practices in Rural Schools. A Report of the Ford Western Taskforce.***
Source: *Kansas State Univ., Manhattan. Rural Clearinghouse for Education and Development.*
Publication Year: *1990*
Notes: *97 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: Rural Amrica has been experiencing dramatic changes in the transition toward a socially and culturally diverse society. This study is a first effort to explore multicultural reform in rural schools. Multicultural education is the process by which the school environment is modified to accommodate cultural differences as well as to teach the role culture plays in shaping people's view of society. The Rural Clearinghouse for Education and Development commissioned five separate case studies of selected rural schools in Alaska, Arizona, New Mexico, Nebraska, and Washington. At each site, school administrators, teachers, students, parents, and community members were interviewed and documentation on multicultural education was collected. The centerpiece of this document consists of the five case study reports, each by a separate writer, with the analyses focused on some or all of the following elements: (1) school mission; (2) staffing; (3) curriculum; (4) instructional strategies; (5) policies and norms; (6) home linkages; (7) community linkages; (8) staff development; (9) extracurricular activities; (10) assessment and testing; (11) multicultural leadership; and (12) student characteristics. A summary of various multicultural educational practices and a listing of resources on multicultural education are included. An appendix presents the protocol for the case studies. (ALL)

ED325593

Author: *Taylor,-Orlando-L.*
Title: ***Cross-Cultural Communication: An Essential Dimension of Effective Education. Revised Edition.***
Source: *American Univ., Washington, DC. Mid-Atlantic Equity Center.*
Publication Year: *1990*
Notes: *54 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: This guide to improving cross-cultural communication is the second part of a four-part series addressing the essential characteristics of effective instruction that have a positive impact on the academic achievement of Black and Hispanic students. Since schools tend to reflect the norms and values of the majority culture, cultural misunderstandings often have a negative effect on a minority student's academic performance. The following topics are discussed: (1) cultural diversity and cross-cultural communication issues in schools; (2) discovering the characteristics of other cultures; (3) cultural differences in discourse; (4) using cross-cultural communication to improve interpersonal relationships; (5) teaching standard English to speakers of nonstandard English dialects, including implementation of Standard English as a Second Dialect (SESD) programs; (6) cultural bias in tests and assessment procedures; and (7) the effect of cultural and communicative incongruities on discipline. The following tables are included: (1) a quiz about culture, communication, and language; (2) questions to ask about culture; (3) varieties of nonstandard American English; (4) communication contrasts among some African Americans and some Anglo Americans; (5) classroom problems arising from culture and communication conflicts; and (6) sources of bias in tests and testing procedures. The following materials are appended: (1) an abstract of the philosophy and assumptions of the Richmond (California) Standard English Program; (2) the attributes of field-independent and field-dependent cognitive styles; (3) information sources on SESD programs; and (4) a 34-item bibliography. (FMW)

ED325209

Author: *Kirkland-Holmes,-Gloria; Federlein,-Anne-Cairns*
Title: ***Incorporating an African American Multicultural Self-Concept Building and Creative Arts Program into Your Class Curriculum.***
Publication Year: *1990*
Notes: *18 p.; Paper presented at the Annual Conference of the National Black Child Development Institute (Washington, DC, September 20-22, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: The incorporation of an African-American, multicultural, self-concept-building, and creative arts program into the elementary school curriculum is discussed in this conference paper. Recommendations concern the relevance to African-American children of language and communication skills, mathematics, social studies, science, positive self-concept, African-American studies,

self-concept development, creative arts and expression, and holidays. Other aspects of working with African-American students include use of body language, use of standard English, equal talking time, group learning, music in the classroom, and nonviolent conflict resolution. Appended to the text are: (1) suggestions for setting up a cultural enrichment program; (2) a list of cultural enrichment activities for parents; (3) a cultural enrichment program report card; (4) a bibliography of children's books about Africa, Africans, and Swahili; (5) a bibliography of folklore illustrating the cultural flow from Africa to the Caribbean, the American South, and Central America; (6) an annotated and indexed bibliography of children's literature for black youth; (7) a list of cultural enrichment activities in several curriculum areas; and (8) a list of ideas for learning centers that focus mainly on African-American themes. (RH)

ED324593

Author: *Scheer,-Judith-K.*
Title: ***Germ Smart: Children's Activities in Disease Prevention.***
Publication Year: *1990*
Notes: *50 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. Nine activities are included in this booklet to help children be "germ smart" help children in kindergarten through third grade be "germ smart" and understand and remember basic information about disease and disease prevention. Age-appropriate examples and a highly interactive, visual format are used to help students understand what germs are, how the body fights disease and infections, and how one's behaviors can help or hurt the body's immune system. Activities are designed to help children learn how germs spread from person to person and to understand which diseases are easy or hard to "catch." Students will also learn what steps to take to help them stay healthy: for example, getting enough sleep, eating right, washing hands, and other basic good health strategies. (NB)

ED324308

Author: *McDiarmid,-G.-Williamson; Price,-Jeremy*
Title: ***Prospective Teachers' Views of Diverse Learners: A Study of the Participants in the ABCD Project. Research Report 90-6.***
Source: *National Center for Research on Teacher Education, East Lansing, MI.*
Publication Year: *1990*
Notes: *56 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: Using data from pre- and postprogram questionnaires and interviews, the study describes the views that a group of 17 student teachers drawn from 5 Michigan universities hold of culturally diverse learners both before and after a 3-day workshop intended to influence their views. The study found that the multicultural presentations had little effect on students' beliefs--about the capabilities of learners labelled "high" and "low" ability, about the use of stereotypes in making teaching decisions, or about providing genuinely equal opportunities to learn challenging and empowering subject matter. It is suggested that teacher educators may need to rethink both the content and pedagogy of opportunities to learn about teaching culturally divers learners. The appendixes include: (1) The ABCD (Accepting Behavior for Cultural Diversity) for Teachers Training Schedule; (2) Description of the ABCD Sample; (3) Examples of Pre- and Postprogram Responses to Scenario #2.

ED324270

Author: *Scott,-Gail*
Title: ***Meet India's Urban Teenagers.***
Publication Year: *1990*
Notes: *16 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Intended to be a culminating activity after seventh grade social studies students have studied India, this week-long lesson features autobiographical sketches of six teenagers from India. The lesson has three objectives: (1) to provide actual life stories of teenagers as a springboard for further research about the customs and culture of India; (2) to show that people everywhere take pride in their nation and will work to improve any weakness; and (3) to communicate research information with other class members. An 8-item bibliography is included. (DB)

ED324163

Author: *Cantrall,-Becky; And-Others*
Title: ***Navajo Culture: A Bridge to the Rest of the World.***
Publication Year: *1990*
Notes: *22 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 19, 1990).*

EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This document describes a Navajo Indian program for making Navajo education more responsive to Native American cultural and educational needs. A survey of existing literature examines American Indian students' historical struggle between cultural identity and Anglo-American assimilation. As Navajo children may lack the schema for traditionally defined educational success and competition, schools might reexamine their customary teaching methods. The Greasewood Toyei Consolidated School began emphasizing bicultural education by weaving Navajo culture into the regular curriculum. Teachers were empowered to create their own culturally relevant study programs as part of a schoolwide curriculum reassessment. Student-testing and discipline policies were reevaluated. Teachers and assistants attended language workshops that exposed them to the Whole Language approach, a holistic learning method. An evaluation committee determined that the Comprehensive Tests of Basic Skills (CTBS) were inappropriate for Navajo students, and suggested that other achievement measurements be used. Surveys indicated growing use and popularity among teachers and students of the Whole Language approach, prompting additional training and curriculum changes. Greasewood staff developed a school philosophy encouraging further integration of Navajo culture into the curriculum, parental involvement, and the use of the Whole Language approach. As a result, the staff developed an entire new curriculum that balances Indian cultural requirements with state and CTBS testing standards. The document describes further curriculum revision procedures and summarizes new educational objectives for helping Navajo children achieve the balance that is one of the basic tenets of Navajo philosophy. (TES)

ED323565

Author: *Cakmak,-Sibel*
Title: ***Multidisciplinary Perspectives on Cross-Cultural Education.***
Publication Year: *1990*
Notes: *20 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: A pilot study explored the disciplinary perspectives and instructional practices within English, Foreign Language, and Social Science departments in a midwestern high school to determine the degree of collaboration practised by instructors to provide interconnected cross-cultural education. Data were collected by means of interviews with and classroom observation of eight subjects teaching the following disciplines: American Literature, and World Literature, French, German, Spanish, Modern World Civilization, Anthropology, and Sociology. Results revealed that the social studies teachers have taken on the leadership role in promoting cross-cultural education from a global perspective, that the English teachers have not broadened their materials to include literature at the international level, and that the foreign language teachers emphasize language competency and proficiency while attributing a secondary role to the teaching of other cultures. Findings suggest that little interdisciplinary cooperation exists in the teaching of culture--the main barriers cited by teachers being tight teaching schedules and lack of time. (KEH)

ED323281

Author: *Zanger,-Virginia-Vogel; And-Others*
Title: ***Drawing on Diversity: A Handbook for and by Boston Teachers in Multicultural, Multiracial Classrooms.***
Source: *Boston Public Schools, Mass.*
Publication Year: *1990*
Notes: *48 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This handbook of culturally responsive ways to teach the basic, mandated curriculum to students from diverse backgrounds was developed by a multicultural group of teachers. The techniques draw on the students' diverse backgrounds to increase student motivation and maximize teacher effectiveness by decreasing the mismatch between the students' home and school environments. The following topics are discussed: (1) creating a family atmosphere in the classroom; (2) weaving culture into the mathematics, science, and language arts curriculum; (3) using student-to-student, student-to-adult, and teacher-to-student interviewing; (4) cooperative learning techniques for elementary and middle school classrooms; (5) tried and true ideas for celebrating cultural diversity; (6) brief case studies to help develop appropriate responses to inappropriate expressions of intolerance among colleagues; (7) strategies for monolingual teachers of bilingual students; (8) strategies for teaching black children; (9) suggestions from Vietnamese parents for teaching their children; and (10) strategies for teaching Cambodian students. A list of 13 resources and brief biographies of the contributors are appended. (FMW)

ED322274

Author: *Mitchell,-Vernay*
Title: ***Curriculum and Instruction To Reduce Racial Conflict. ERIC/CUE Digest No. 64.***
Source: *ERIC Clearinghouse on Urban Education, New*

York, N.Y.
Publication Year: *1990*
Notes: *3 p.*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Multicultural education, anti-racist education, and conflict resolution are curriculum-based approaches to reducing racial conflict. Since the 1930s, attempts have been made to develop curricula to change negative racial attitudes and encourage appreciation for people of all races. In the 1980s, multicultural education has focused on the unique qualities and the mutual interdependence of minority and majority groups within a society and of various communitites within the world system. However, some critics have suggested that education labelled "multicultural" evades the issue of racism by diverting attention to milder topics. Some studies demonstrate the limited effectiveness of multicultural programs and the fact that some school districts without minority group students do not promote the discussion of racial or ethnic differences. Anti-racist education and conflict resolution address racism by allowing teachers and students to analyze the inequalities in power and economic status that determine race relations. The following recommendations for evaluating and reforming curricula and school policy are suggested: (1) issue policy statements that cover broad school district philosophy, hiring practices, and the handling of bias-motivated incidents; (2) maintain racial and cultural diversity among school personnel; (3) provide services for victims of bias-motivated violence; (4) report and monitor trends in racial attitudes; (5) establish school-wide committees on human relations; (6) use the arts to encourage critical thinking about social issues; (7) check textbooks and other resources for bias; (8) reflect the cultural diversity of the school in teaching strategies; and (9) affirm racial and cultural differences with regular and special activities.
A list of 16 references and six resources are appended.

ED320983

Author: *Ratteray,-Joan-Davis*
Title: ***Center Shift: An African-Centered Approach for the Multicultural Curriculum.***
Source: *Institute for Independent Education, Inc., Washington, DC.*
Publication Year: *1990*
Notes: *46 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The attempt by many urban school districts to develop African curricula creates a dilemma, because it usually places an African-centered program in a multicultural curriculum that is centered in the European-American educational tradition. Currently, some elements of an African and African-centered curriculum may be found in the multicultural education movement at some urban public schools. Independent schools owned and operated by blacks are developing African-centered programs with the assistance of a network of black study groups, lecture series, and national associations. All multicultural curricula must center discussions on the perspective of various cultural groups in the experience of one of those groups. In most contemporary classrooms, the curriculum has a European-American center. The intellectual tradition of European-American education is incapable of embracing an African frame of reference, forcing the following developments by black scholars and historians: (1) exposing the falsehood of the myth of African inferiority; (2) advocating the inclusion of African history and culture in school curricula; (3) developing independent educational institutions; (4) developing Black Studies programs in higher education; and (5) defending the new curriculum content in elementary and secondary schools. Future development of a true African-centered curriculum will depend on the following factors: (1) philosophical orientation; (2) institutional implementation; (3) consultant support; (4) scholarship; and (5) assessment. A list of 57 references is appended. (FMW)

ED320423

Author: *Zanger,-Virginia-Vogel, Ed.; And-Others*
Title: ***Classroom Activities for Cross-Cultural Learning.***
Source: *Boston District Five Teacher Center, MA.*
Publication Year: *[1990]*
Notes: *54 p.*
EDRS Price - *MF01/PC03 Plus Postage.*

ABSTRACT: One-fourth of the students in Boston public schools have parents who were born outside of the United States. This guide contains a series of classroom activities, produced by Boston teachers and aides, that are designed to take advantage of the abundant cultural diversity found in Boston schools by encouraging these dual-culture students to share their multi- ethnic backgrounds with their peers. The activities help students construct booklets about themselves and their cultural backgrounds, and include information about the different countries these students' families came from as well as students' reflections on what it is like to live in two cultures. Other activities provided in this guide include the following: interviews/panel with foreign-born students; gestures in Spanish and English; middle and high school cooking classes; and other multicultural activities. (GLR)

ED320262
Author: *Garcia,-Jesus; And-Others*
Title: ***Multicultural Textbooks: How To Use Them More Effectively in the Classroom.***
Publication Year: *1990*
Notes: *21 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: Although the minority content of textbooks has increased and improved over time, its purpose and application are seldom discussed. Various approaches that promote multicultural principles, such as films, intergroup contact, curriculum innovation, multi-ethnic readers, and literature packages, are outlined in this review of the effective application of multicultural textbooks in the classroom. The review of literature indicates that favorable information about minority groups has a positive modifying effect on racial attitudes. Preliminary findings of a study conducted by one of the authors indicate that students became more knowledgeable about Afro-Americans and changed their attitudes as a result of the teachers' use of multicultural materials. The results suggest that the problem may not be the textbooks, but the ways in which they are used in the instructional process. The teacher's role is crucial: books can be thought of as the tools, and teachers as the catalysts. The more effective teachers use a variety of materials, make effective use of curricula, are aware of textbook limitations, and recognize the importance of interaction between teachers, students, and resources. (45 references) (LMI)

ED320163
Author: *Salas,-Marilyn; Tkel,-Debbie*
Title: ***A Bibliography of Literature for Micronesian Children.***
Publication Year: *1990*
Notes: *90 p.; Developed by Project BEAM, University of Guam.*
EDRS Price - *MF01/PC04 Plus Postage.*

ABSTRACT: This bibliography contains an extensive list of works of literature for the children of Micronesia. The bibliography is divided into the following categories: (1) "Micronesia" (including 41 citations); (2) "Primary: Picture Books" (378 citations); (3) "Primary" (83 citations); "Intermediate" (88 citations); (4) Middle/High (68 citations); "Informational Books" (217 citations); (5) "Poetry" (265 citations); (6) "Prose" (81 citations); and (7) "Multicultural." In the "Multicultural" section are 17 Asian/Pacific Islander, 19 Japanese, 10 Chinese, 9 Filipino, 17 Hawaiian, 9 African, 6 Hispanic, 12 Native American, 6 Black American, and 3 Jewish-American works. Citations are not annotated. Some citations represent early 20th century works, but most represent more contemporary works. The bibliography also includes sample literature sets for first and second grade and a list of children's book publishers. (SG)

ED320146
Author: *Imdieke,-Sandra-J.*
Title: ***Sharing Stories: Multicultural Traditions.***
Publication Year: *1990*
Notes: *8 p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: As more emphasis is placed on helping children gain a global perspective and understanding of the world, children's literature seems to be a natural vehicle for fostering that understanding. By studying the storyteller, educators can learn about literary traditions of communities, particularly traditions which reflect the use of stories. An explanation of West African minstrels' traditional use of the story can be shared with children and adapted for use in a classroom setting by hanging fishnets from a corner of the classroom where all sorts of items are hung. Children can choose an item which brings to mind a favorite story to share with the class. Children can become storytellers and take their stories from classroom to classroom in a way similar to the East Indian tradition, using story cloths to present stories through pictures. By identifying the original tradition and history of the storytelling technique, children learn about the value and use of stories from other cultures, and teachers can avoid the use of these traditions as merely another gimmick to capture children's attention. (MG)

ED319831
Author: *Abi-Nader,-Jeannette*
Title: ***Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction.***
Publication Year: *1990*
Notes: *18 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).*
EDRS Price - *MF01/PC01 Plus Postage.*

ABSTRACT: This report is based on an ethnographic study of a multicultural "college prep" program catering to minority students. It was part of the elective bilingual

education offering at a large urban high school, and recorded an 11-year history of successfully graduating Hispanic high school students and sending at least 65% of them on to college. The report briefly describes the study and the research site, the program, and the participants. A major portion of the paper contains an explanation and examples of strategies which became evident in the teacher's approach to motivating the students in the program and to raising their self-esteem. Redefining the image of self is the goal of strategies the teacher uses to help the students imagine success and have the confidence to pursue it. This is accomplished by helping students in the following areas: (1) to be proud of their heritage; (2) to feel that their people can achieve success and reverse stereotypes; and (3) to develop adaptive behavior that will facilitate success in a new culture. The teacher helps the students redefine their self-image as learners and as communicators in the following ways: (1) by raising expectations and standards for academic and social performance; (2) by using positive language in clasroom interaction both to praise students for their successes as well as to correct mistakes; and (3) by giving them the opportunity to "try on" new images through role-playing. The teacher helps them redefine their concept of self as communicators through the director/actor approach. The teacher also uses a director/actor approach to model language production and requires that students imitate the way he, as the "expert," does it. The results of the study and the implication for the design of instruction in multicultural classrooms are discussed. (JS)

ED319830

Author: *Brumberg,-Stephen-F.*
Title: ***Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City.***
Publication Year: *1990*
Notes: *34 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: The Bureau of Jewish Education, founded in 1910 as part of the Kehillah (Jewish Community) of New York City, had a seminal and lasting influence on the education of Jews in America. The New Jewish Educators trained at the Bureau stressed the cultural breadth and historical depth of Judaism while emphasizing that Jewish education was supplementary to and compatible with modern American public school education, a viewpoint that went unchallenged until the founding of the Orthodox and Hasidic day schools in the 1950s and 1960s. At the turn of the century, the two major waves of German and East European Jewish immigrants who were engaged in the process of assimilation into American culture feared the loss of Jewish religion and culture. The New Jewish Educators advanced a bicultural alternative to total assimilation into the majority culture based on two separate school systems that would support a complementary Jewish culture and would attract and hold American Jewish youth. Between 1915 and 1938 Bureaus were started in many major cities and resulted in the founding of Hebrew Teachers Colleges in Chicago, Cleveland, Boston, and Baltimore to train modern professional Jewish educators. Forty-seven footnotes are included. (FMW)

ED319493

Title: ***Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education***
Source: *Southern Association on Children Under Six, Little Rock, Ark.*
Publication Year: *1990*
Notes: *41 p.*
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*

ABSTRACT: Five position statements of the Southern Association on Children Under Six are presented in this document. The statement on developmentally appropriate assessment includes such topics as testing practices that harm young children; limitations of standardized testing; misuses of test data; and assessment criteria. The statement on continuity of learning addresses the topics of children as learners; early childhood professionals and paraprofessionals; educational and child care settings for young children; and recommendations. The statement on quality of child care concerns children's needs to: (1) feel safe and comfortable; (2) be involved in meaningful activities; (3) be supported as full-time learners; (4) learn how to live comfortably with others; (5) have their physical development supported; (6) be given lessons on health, nutrition, and safety; (7) feel that there is consistency in their lives; and (8) know that parents and caregivers care about them. The statement on multicultural education concerns ways in which an improved understanding of multicultural education can be developed; ways in which teachers and parents can share the responsibility of enhancing children's multicultural awareness; and recommendations for keeping the learning environment consistently multiethnic. The statement on

employer-sponsored child care focuses on the issues of who needs child care, why employers should care about child care, what employers can do, and what the options for employer-supported care are. Selected references are cited.

ED318584
Author: *Sparks,-William; Wayman,-Landace*
Title: ***Multicultural Understanding in Physical Education.***
Publication Year: *1990*
Notes: *38 p.*
EDRS Price - *MF01/PC02 Plus Postage.*

ABSTRACT: This study compares the knowledge, attitudes, and current practices of physical education teachers in urban and rural areas, with regard to multicultural education. A mailed questionnaire was completed by 70 public school physical education teachers, 44 from rural Kansas and 26 from Detroit and Flint, Michigan. Of those responding to specific questions, 60% were male; 40% were 31-45 years old; 60% had over 10 years teaching experience; 33% had been teaching physical education for over 20 years; and 75% had some sort of training in multicultural education. Ethnic mixtures within the school population ranged from 70% Hispanic or Black to 88% White. Compared to urban teachers, rural teachers had a poorer understanding of ethnic diversity; had a better understanding of the customs and traditions of differing cultures; had stronger beliefs in providing opportunities for students of different ethnic origins to have intercultural experiences; and had weaker beliefs in developing students' interpersonal communication skills as a means of promoting problem solving and conflict resolution. Physical education programs in rural areas seldom integrated role models from both sexes at the secondary level, or role models from the non-dominant race at either the elementary or secondary level. Neither rural nor urban programs provided an appropriate balance of activities of interest to both sexes. This report contains the survey instrument, recommendations for overcoming inequities in physical education programs, and 11 references. (SV)

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